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ABSTRACT

This booklet was developed as part of the Pilot Communities Program and focuses on how to develop and use teams in schools. The first section of the book, entitled "The Groundwork for Building a Team," includes the rationale for and definition of a team and discussions of: (a) team goals and objectives and real world constraints; (b) selection of and contracts with team members; (c) team members as change agents; and (d) outsider-insider tensions and the powers, formal and informal, of a team. The second section focuses on the training of the team and covers: (a) education courses vs. learning based on need; (b) taxonomy of training methods; (c) sensitivity training and encounter groups; and (d) organization development methods. The third section discusses the six stages of development of a team: (a) personal growth; (b) groupness; (c) organization; (d) actual operation; (e) success and fame; and (f) maturity. (HMD)

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TEAMING
Organizing for Change in the Schools

by Mary Lela Sherburne
with the assistance of
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The Pilot Communities Program of
Education Development Center
Newton, Massachusetts

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FORWARD

The operation of teams in the Pilot Communities Program has been examined, summarized, and written about in two distinctly different ways. In addition to this "how to do it" volume on innovation teams, there is an historical treatment entitled Innovation Teams: Operating Principles.

The latter volume is based upon intensive examination of proposals, evaluation studies, reports, memoranda, and interviews with personnel involved in the program and was written by two university professors, George Thomas and James Jones, who had not been involved in the actual program. They were asked to examine the written record and to bring to it their own biases and points of view, even if based on theories of change different from those demonstrated or seen in the program.

Our experience and knowledge also supports a more prescriptive and directive discussion of the "how to" and theoretical basis for building teams; therefore, we have developed this book written by the practitioners myself, and a team leader, reflecting directly what experience has taught us. Anyone interested in building a team should probably read both documents. They support and extend and challenge of one another; they slice through data in different ways; and they represent the tension of observer and doer. This should be helpful and reflects, in our view, reality.

Mary Lela Sherburne
Director
PILOT COMMUNITIES PROGRAM

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About the Pilot Communities Program

The Pilot Communities Program, an experiment in educational change, consists of four teams of teacher-advisors who for the past four years (1967-71) have worked in selected schools in Boston, Massachusetts; Bridgeport, Connecticut; Washington, D.C.; and a coastal region in Maine. Their most recent efforts have focused on the training of teachers and teacher aides. A project of Education Development Center (EDC) in Newton, Massachusetts, the Pilot Communities Program has functioned as the New England regional laboratory of the U.S. Office of Education.

This booklet is one of several publications based upon Pilot Communities' field work in the four sites. Topics treated by other publications in the series include:

Education and experiences in human relations

The training and recruiting of teacher aides

Guidelines for change in the schools

Encounter techniques for the training of teachers

INTRODUCTION

This is a book about the use of teams in schools -- how teams are built, how team work is cultivated, and how temporary groups are improvised to form teams. The two authors, both of whom have acted as team leaders, believe that where there are school problems to be solved, and new ideas to be implemented, the collective thought and effort of a small group of people working as a team will add up to far more than the sum of its parts.

Because the authors view teams as instruments of change and growth, this book also is about change in schools -- how change comes inevitably to all systems, and how it might be directed. The team is not seen as the answer to all problems, but as a useful instrument if properly built and intelligently applied.

A team may be seen as analogous to an organic or living system. To understand its functioning, it may be useful to dissect a team into discrete components -- how it is trained, how it functions, what its anatomical structure looks like; but it won't do to try to build a living organism like a team out of ready-made parts as if you were assembling a machine. A machine can be worked on, but it will not change itself, and will operate on a limited built-in capacity of feedback and choice. In contrast, a team, because it's a living system, cannot be built by assembling parts and it will always change, modify, grow, and redirect itself in response to constant change. It will, therefore, resist the best and most systematic plan, unless it is viewed constantly in terms of its process of action and becoming, as well as in view of what it is to do or produce.

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No two teams will ever be exactly alike, in their composition, their actions, their origins, their collective character, or in any other way.

In order to maintain this phenomenon of uniqueness, and at the same time draw out useful generalizations about teams, the book consists of two kinds of commentaries running side by side. The right side of the book defines, generalizes, interprets, and directs. The left pages present examples from four efforts to build new teams. The illustrative material on the left hand pages comes from case histories, interviews, memoranda, responses to questionnaires, and personal logs of team leaders, members of teams, and administrative staff. These originate from four years of action-research on how to use teams in delivering new ideas and services to school systems.

Three of the five case-history teams operated in schools in large urban situations, with a majority black-client population. One team functioned in a medium-sized industrial city; the other was located in the small-town rural environment of a Northeastern coastal region. Two of the sites used teams staffed by personnel indigenous to the school system but connected to outside organizational forces; three sites used teams staffed by personnel drawn from outside the target school systems.

The bulk of the supporting data comes from one team -- that which has the longest history (five years of operation) and which has attained the highest level of acceptance and accomplishment. Its members have experienced personal growth and upward mobility to positions of influence to an unusual degree. It is also the model which was adhered to in creating the most recent team. It is referred to in this book as TEAM ONE. The other

four teams, also referred to by number, are identified below:

TEAM TWO is the newest team developed most closely after the prototype.

TEAM THREE was created within a few schools in a large urban system. It changed and evolved constantly in the midst of a highly unstable situation.

TEAM FOUR was centered in a middle-sized industrial town and was most directly related to a university.

TEAM FIVE worked in rural towns in a Northeastern coastal region.

About Research and Experiment

The comparative team-building efforts were not conceived of as strict experiments in the scientific sense of the word. They were not systematically varied as to components or structure, and were not matched against control groups. While there were general hypotheses about factors which would influence success or failure, it was recognized that the application of a strict methodology and testing efforts would have been inappropriate and pseudoscientific at our stage of knowledge and action.

First, in our view not enough was known about the nature of the school, its organization, its needs, or its dysfunctions, to enable us to focus immediately on key factors likely to affect its needs. Second, not enough was known about teams, how to organize them, how to vary them, and what to focus on to enable us to create sound test situations.

In our view the stage of the practice and the art demanded more exploration. The need was to act empirically and practically. Most would be

learned from using the inductive process; that is generalizing from the many instances instead of trying to deduce from large generalizations.

Therefore every effort was a small approximation by little, successive efforts to understand more, to function more effectively to correct the past errors, and in so doing to increase our skill in practice and our general understanding.

The results of our efforts reflect the limits and the unevenness of such a procedure. They reflect very clearly the tension that comes to every program when on one hand an objective is to study the process, and on the other it is to get a job done and deliver a specified service. In our view the two seemed at times impossible to combine as objectives.

When we tried to be objective and study our process, the very intervention changed us; and so we ended up usually measuring something different from that with which we originally began. It is a dilemma, perhaps not to be resolved, but to be accepted and understood.

I

The Groundwork for Building a Team

PRINCIPAL CREATES A CURRICULUM TEAM

From a principal's diary:

> We put three columns on a piece of paper; one called content area, another mathematics, and the third communication skills. These are the three major time blocks into which each day is divided. We then divided the communication skills' time into seven parts. Our kindergarten teacher will handle each of the seven groups. Since there are only five grades, . . . the language arts program will also be non-graded. We similarly divided mathematics. . . . We planned an arrangement where two teachers would be free to act as resource teachers to the other five. The teachers were pleased; we were pleased, so the prognosis is good.

The establishment of this organization-pattern that involved grouping and regrouping children, according to the perception of their needs, meant the teachers would have to work together as a team.

Both the principal and the consultant saw this as a breakthrough, and something towards which they had been working. The freedom also stimulated the principal. One teacher agreed to teach a new unit, a cooperative project with other teachers; she was to be a team leader, with three others doing different parts of teaching.

Why Teams?

In schools the use of the word team proliferates. It is the term used to describe many kinds of groups loosely related, appointed or organized in school systems to tackle specific tasks. USUALLY A TEAM IS ESTABLISHED TO EXPLORE A PROBLEM, PRESENT A SOLUTION, COMPLETE A SPECIFIED TASK. There are:

Differentiated staffing teams

Teaching teams

Curriculum teams

Pupil personnel teams

Student teams

Reading teams

Parent teams

Building teams

Crisis teams

Resource teams

Discipline teams

Second-language teams.

These groups may be called teams but they usually don't function as teams. In reality, they're loose aggregations of individuals appointed to work on a common task.

The very fact that such groups are created indicates certain organizational dysfunctions in schools.

For example,

- existing groups such as supervisory staff and departments may be too overtaxed to do a new job; so they appoint a team.
- or existing personnel resist accomplishing new and special tasks; so a team must be created.
- or funds for new programs make it easier to create a temporary team rather than make adjustments in the permanent organization.

TEAM I ORIGINATES OUT OF NEED FOR COORDINATION OF SERVICES

Since its inception in 1964, the New Schools Division had introduced a number of new curricula, methods of classroom organization, and auxiliary personnel in an attempt to improve the quality of instruction. By June 1967, new programs had burgeoned. Typically, the programs were introduced independently of each other, without regard to change in the total individual classroom or in each school as a whole. Consequently, in early 1967, a need was increasingly felt for coordination of projects and more long-range planning.

In addition, an immediate, short-term demand existed for continuing support at various levels, of teachers already trained in innovative programs. Throughout the brief history of the Model Schools, new programs had been limited by inadequate materials follow-up due to delays in special funding, complicated purchasing procedures, and the unorthodox demands of experimental programs.

A rapid, efficient system for supplying newly trained teachers with needed materials was an important concern if the success of programs already in existence was to be ensured. In addition, teachers voiced a need for continued training in new techniques. At the end of the Summer Institute, 1966, 94 our of 108 teachers in the math and science division responded to a questionnaire, expressing a desire for more in-service training in the form of workshops throughout the year.

- or leadership becomes dysfunctional, and subordinates or groups related to the school seek greater influence by way of a team.

- OR CROSS LINKAGE BETWEEN DEPARTMENTS OR HIERARCHIES IS POOR; COORDINATION HAS NOT WORKED; AND NEW VEHICLES ARE SOUGHT.

- or some old functions may be obsolete and need reshaping or rejuvenating, so a team is called in.

In other words, groups are brought together and called "teams" when there is a problem that cannot be solved by the existing organizational structure. Teams are attempts to do something not currently being done. Analysed closely, many are abortive efforts to deal with issues of declining power and authority within systems.

The organization charts of school systems may indicate that authority is clearly lodged in a specific office and that power is centralized, but in actuality this formal picture is a myth.

In any school there are multiple organizations within the larger one. How things really work, therefore, is very different from how the chart of relationships says they're supposed to work. It is in the day-to-day authority and power exchanges where so much organizational dysfunction occurs. Given our present state of understanding, there's no way to create more coherent functioning by putting all the parts together in one radical move.

Therefore, the answer to everyday problems probably lies in gradual change, consciously cultivated through the creation of temporary systems within the larger system. Temporary systems can set up new balances of power, cultivate appropriate and constructive tension, and examine old assumptions about roles, leadership, power, and authority.* One kind of temporary system is what we would call a "team".

---

*See discussion from Miles, M.B., "On Temporary Systems," Matthew B. Miles, Editor, Innovations in Education, New York: Columbia University Bureau of Publications, 1964.

We see teams as ways of creating more effective functioning in large organizations which have dysfunctional parts. Why will teams work, or provide a new look when the old staff line authority role, or the pyramid of transferring authority will not?

First, teaming gives a new look; it invites members to understand and deal with authority and leadership, and to know from whence it is derived, rather than merely to accept its status. This gives vitality and power in itself.

Second, a team can make use of collective knowledge. The skills, knowledge, information, and interests of a number of people, if focused on similar goals, add up to more than the sum of their parts. Most tasks today, in any social or educational scene are so complex that they demand a wider range of knowledge and skill than one person can have.

Third, a team offers an opportunity to work toward group goals, toward task accomplishment that benefits many rather than one. In many jobs, even within organizations, the individual competes solely for recognition of himself, or success of the program he directs. A team works for a larger goal, than mere individual success, and in so doing learns the inherent rewards that come from collaborative rather than purely individual action.

Finally a team enables the individual to have and know the support of others. Efforts to adapt to changing forces in society are trying ones, and test the mettle, spirits, and stamina of individuals. Support from others who share similar goals and experiences is personally enhancing and can be programatically productive.

The Definition of a Functioning Team

The following characteristics describe a team that functions as a team (not just a team in name only).

GOALS: A team . . .

Knows who sets its overall goals and what those goals are.

Agrees to work with a sub-set of related goals.

Works out procedures for discussing, modifying and reshaping goals.

VALUES: A team. . .

Values group knowledge and cohesion.

Values dispersed power.

Values the client and his need in the perspective of the larger goal.

Values the human aspects involved in planning and change.

Gives all members the opportunity to exercise informal leadership.

DECISION-MAKING: A team . . .

Knows what kinds of decision-making are appropriate to team operation in any given situation.

Acts in keeping with its understanding that consensual decision-making builds group commitment and results in effective action.

SKILLS: A team . . .

Establishes a pool of specific skills and expertise needed to meet task goals.

Knows how to communicate with others.

Knows how to diagnose group problems.

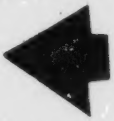
Knows how to observe groups in process with a sensitive understanding of what's happening between people.

Knows how to plan and relate objectives and strategies to goals.

TEAMS SEE CONTROL OVER EQUIPMENT AS MEANS TO AN END

Most team members feel strongly that the ability of teachers to select and vary and develop their own curricula, approaches, and activities is basic. Team members do not see supplies and materials as ends in themselves. The function of supplies has been partly to enable the teacher to vary activities and instruction, and partly to enlist the teachers' interest in seeking further advice, suggestion, in-service training, and so on. Supplying materials and giving workshops are time consuming . . . (but are two vital) means of increasing the curriculum decision-making ability of the teacher.

OPERATIONS: A team . . .



ESTABLISHES ACCESS TO SYSTEM RESOURCES AND CONTROLS WHATEVER RESOURCES ARE RELATED TO GOALS.

Organizes itself for flexible response to needs, and uses people according to their skills and knowledge which are not necessarily related to their status.

Operates a well-organized and smoothly functioning support system.

Establishes a mechanism for training and understanding organizations and groups.

TEAM I FUNCTIONS AS CHANGE FACILITATORS AND SYSTEM CHANGE AGENTS

The following appraisal of TEAM I is taken from a year-long evaluation study of the team's work and accomplishments:

> The team has developed and repeatedly used the skills necessary to translate needs and tensions into constructive solutions, especially for teachers who have reached an impasse with particular students, with supervisors, and in some cases with themselves.
>
> The impact and contribution of the team has been noticeable, but limited. As curriculum disseminators, the team has introduced new and better curricula, especially in social studies, math, and science. In reading, it has emphasized language experience as a specific approach, but its basic thrust has been eclectic on the highly tenable grounds that there is no one best method for teaching children to read.

A Team as a Temporary System

A temporary system is a group of individuals who join together for a limited period of time within a permanent organization. Their function is either to do a specified task, or to specify their own set of tasks for the accomplishment of a broad objective. Such a group may assume informal powers, detach itself from the usual power structure, and make use of special knowledge and financial resources.

Temporary systems can perform the following functions in large systems:

- They can provide outlets for problems the formal organization can't handle. They can absorb, counteract, and make up for the malformations in the larger system.
- THEY CAN INDUCE CHANGE. TEMPORARY SYSTEMS CAN UNFREEZE OLD HABITS AND ATTITUDES AND STIMULATE NEW ONES.
- They can accomplish short-term tasks. Temporary systems can accomplish short-term tasks more effectively than formal organizations, because they aren't always encumbered by the historical freight that weighs down the larger system.
- They can energize systems with new ideas, technology and skill. A temporary organization with access to research and knowledge outside the system is a natural source of new ideas. They can take a higher order of risk than persons who are responsible for routine and permanent task roles in the system.

EXPANSION OF TEAM I CAUSES COMMUNICATION PROBLEMS

In the first years of its existence, TEAM I consisted of fifteen members who, through training, became welded into a cohesive team. At the end of the year, increased demand on the team led to a proposed increase in its size, and four new members were added. A team leader wrote of the change:

> It is difficult to assess the etiology of the change and what caused it, but the larger team functioned, or had to develop patterns of functioning differently. At first it appeared that the sheer difficulty of adding new members, who had not been through the pains of growth and development with the original group, was the problem. The cohesiveness of the old group resisted the intrusion of new members. Yet the old members wanted and selected the new members.
>
> As the first year evolved, new organization for functioning had to come about. The sub-teams which had worked in building, and had met regularly each week to share and make decisions had to give way to task forces, centered less around target groups, and more around tasks. Small groups and task forces began to work more autonomously and with less feedback from the group.
>
> Many factors were operating, but number may have been the key one. Once the group became larger than fifteen, discussion and consensual decision-making was difficult. The group, in order to maintain communication, created naturally its own sub-groups. The leader had to make more stringent demands and regulations.

The Size of a Team

The size of a group more than any other factor may determine whether it can become a team or not. A team cannot be developed out of large groups without division into sub-teams. A dozen makes for good possibilities; 15 people is large; 18 too many; 3 too small.

We know from communication research that there are finite limits to the number of interactions, exchanges, and bits of information that can be maintained in one's circulating memory or active consciousness. The same practical knowledge is applied in sports where teams are made up of 9, 12, and 15 players. It's hard to conceive of a rapid hockey play with double or triple the number of players on a team. Teams for social purposes have similar limits. AS SOON AS A TEAM BECOMES A LARGE GROUP, IT LOSES IMPORTANT CAPACITIES TO CULTIVATE VITAL INTERCHANGE AMONG EVERY MEMBER OF THE GROUP. This is why large groups of people are usually coordinated by rules and regulations instead of face to face interactions. In a small group, the basic causes of control and dysfunction can be sought out, and behaviors understood and modified.

On the other hand if a group is too small, the power of collective experience and support is absent and the task must be limited. Interactions tend to remain individual. Diads and triads are common and may align one person against another.

To be sure, two, three, or four teachers cooperating in team teaching may be appropriately called a team. Real collaboration can occur and teamwork ensue. The processes of interaction and collaboration, however, of two or three people working together are very different from what occurs in fusing a larger group together to concentrate on a large-scale task. Two people "teaming" is a highly interpersonal event; three and even four may still lead to an individualistic mode of communication.

If the problems to be dealt with are more than one team can handle, try two teams. Each group can be developed separately, and later work on inter-team process. The competition among teams for group goals has special dividends.

It is our specific concern in this book to deal with what we should most appropriately call a "large team," one that enters into formal goal setting and that commits itself to systematic training as a group.

TEAM FIVE SEES PROCESS OF DEFINING GOALS AS A GROWTH EXPERIENCE

A paper produced by Team V after one and a half years of operations, indicates a new appreciation and understanding of the team's responsibility for setting objectives and goals.

> The process itself is a growth experience; it lends direction to the entire program and aids in decision-making. The process of planning objectives, planning program, and planning evaluation involves those working with us. It is important to have a mutual understanding of objectives by both the change agent team and the institutions for the accomplishment of innovative goals. This sort of planning is also part of the feedback process. It helps us to adjust our activities. It makes one fabric of planning, operation, and evaluation. Most important, it makes the operation communicable. We must state our goals, the activities we will undertake to accomplish those goals, and the evaluative means we will use. There are disadvantages to a statement of objectives. There is a tendency to become locked into a set of objectives; it is possible that too great a concentration on a listing of objectives will decrease our flexibility, and make us institutionalized, and bureaucratic; and we might lose spontaneity.
>
> We have a year and a half's experience in the operation, and we are now in a position to undertake this discussion. Our objectives come primarily from our experiences. Although this may seem backwards, we feel that it is reasonable to undertake an elicitation of goals as we progress rather than attempting to list goals a priori. Many of our goals are valid only in conjunction with a given client and cannot be stated by Team people alone. In addition to goals which come from our experience, we are aware that there might also be implicit goals that we have not yet approached.

Defining Goals and Objectives for a Team

The process of determining goals for the team will be of little use when done routinely, or merely to meet the criteria of stating goals. Instead, THERE SHOULD BE NUMEROUS INTERACTIONS OVER A PERIOD OF TIME AMONG PEOPLE BOTH INSIDE AND OUTSIDE THE SYSTEM IN WHICH THE TEAM WILL BE FUNCTIONING.

This process of establishing objectives simplifies the task of defining criteria for selection of team members. The dialogue on objectives can generate commitment, articulate rejection, and provide a map of issues which must be dealt with in the formation of the team and the implementation of specified strategies. It can render more realistic the definition of human, financial, integrative, and physical research needs. Finally, goals that are clearly specified can provide an articulative boundary and focus around which the team can organize.

The Real-World Constraints

All would, perhaps, be well if ich task groups as teams could actually define their goals and objectives, and in the process they and their school systems could work out the problems and make the commitments to action. But in actuality this seldom happens. The goals and long-term objectives for education are set at levels well removed from the day-to-day action of the system. They are set by tradition, by the collective societal process, and on policies made at the national level which support priorities through funding legislative acts.

Similarly the use of local funds is often determined by priorities set by the Board of Education, the school superintendent, or less often the director of the department responsible for implementation. Because of funding and policy procedures outside its control, a team's activities will probably be limited by the need to comply with a broader goal. This creates special problems. A team has to be "sold" on the idea, should understand it, and should know how the goal was arrived at.

But what happens if the goal is considered improper by the team, or based on poorly conceived perception of the problem? Or suppose some newly adopted goal and program conflicts with what is already in practice, or another new program is developed elsewhere? This is the point of "crunch," and the "hinge" of failure in many school programs. There is neither any process nor any mechanism for modifying and closing the gap between widely disparate goals, nor is there a process which those at the working level are aware of for changing the goals.

In providing guidelines for team building it is not our intent to answer the unanswerable. We hope we are successful if we point up the reality. But there are some useful understandings.

Goals and Purposes Should Not Be Veiled

Teams and individuals should be given as much straight information as possible about the conditions under which their jobs and teams have been created. This seldom happens. Communication of purposes from the national level, to the school level, to the planning level, to the action level is imprecise, to say the least. It is not unusual to find programs operating entirely out of the range of guidelines of funding, or the original goals set for a program. This may be because the goals were poorly set; it may be because they were never understood; or it may be because they have been abandoned, and there was little awareness along the way as to why and how a different program materialized.

The point is that a team or task force, which has to spend more time trying to find out what someone intended for it to do, than it does on developing itself, runs the risk of never becoming really functional in time to do a job.

Some testing of limits, seeking power, and redefining and examining goals is highly beneficial; it can develop cohesion and constructive effort among teams.

However, it doesn't help for purposes to be veiled and obscured by policy

TEAM III BECOMES INVOLVED IN
GOAL CONFLICT OVER USE OF FUNDS

Team III became the center in 1967 of a community-versus establishment crisis over Pilot Community funds allocated to promote and encourage community controlled free school. A hidden resentment for Education Development Center, had been festering for a long time in the feelings of people connected with the school.

As a result of disagreement over the use of funds at EDC's disposal, the parents set up a program to "educate and train the members of the Corporation, the Board of Trustees, officers and staff of the organization, as to the appropriate methods and procedures of relating to an independent parent-controlled school."

EDC had its problems. The question of appropriate use of federal funds was always present. To have used public money for private purposes, at that stage, was bound to be problematic:

The team on site, became the focus of a goal conflict between the community, the parent organization, and the federal government. The team's operation, its power of autonomy, and its ability to act and produce change was highly limited by the goal setting process which it could not control.

During the four years of the team, the conflict was never resolved. What happens when larger goals are not adopted as appropriate by the client for whom they were set?*

*If you are interested in a complete study and documentation of this case, see Richard Griffin, The Highland Park Free School and Education Development Center, An Uneasy Partnership in Community Education, Education Development Center, Newton, Massachusetts.

makers, and administrators who seek merely to circumvent real problems in the system by appointing another group. A team needs within the system an advocate, someone who will explain its purposes, help to adopt or modify them and then support it.

Short-Term Objectives and Strategies Should Not Be Imposed. The Team Should Form Them

To be successful a team must not only be involved and committed to its goals and objectives but to the implementation and continued testing and examination of its strategies for attaining these goals and objectives.

This commitment is not achieved by merely learning the objectives and strategies which have been developed by planners outside of the team, particularly if they are authoritatively handed down as orders which must be followed. GOALS MAY BE REJECTED SIMPLY BECAUSE THEY COME AS DECREES FROM ABOVE; OR THEY MAY BE REJECTED BECAUSE THEY DO NOT TAKE INTO ACCOUNT THE REAL CONDITIONS CONFRONTING THOSE ON THE FIRING LINE.

If goals or programs are usually first adopted by those at the top of the hierarchy, how is the interest and involvement of those who implement them to be won? Two approaches are suggested:

Provide the team with as much autonomy as possible to set short-range objectives, to choose among alternatives strategies, and to establish its own realistic time tables.

Recognizing early in the development of the team that first stated goals may be inadequate or wrong and that as the program develops and feedback is gathered these goals can be changed.

TEAM GOALS CONFLICT WITH GOALS OF SPONSORING ORGANIZATION

By January, 1969, it was clear that a gap existed between teams I, II, III, and IV, and Education Development Center, the organization sponsoring them. A conference was scheduled for working things out. For three days representatives from curriculum groups in the larger organizations and the members of teams from all four of the community sites met together.

A formal assessment of the meeting by outside organizational specialists brought in from the outside observed:

1. A division exists between the teams and their sponsoring groups. It exists because of a communication gap and because of ambiguity of goals. The teams have moved far beyond the original strategies of curriculum change and have not adopted the new goals of research and documentation.

2. The teams are hampered because they feel alien in their schools; they are charged with change and are prepared for risk-taking behavior, and yet they do not feel supported and connected.

3. The teams have not all had equal training, nor have the people in the groups supporting the teams been well-trained for dealing with the teams.

4. The organization displays no norms or common goals for all projects and Teams; there is, in fact, a resistance toward working at developing the structure to generate such norms and goals.

The aim to close the gap was not met. The teams had to act and had to work at constantly creating and checking back on their own goals and objectives. They could not look for the goals elsewhere.

It is our belief that many of the difficulties and failures the teams encountered were embedded at this level. In retrospect much more time should have been spent on closing or narrowing gaps.

A Proposed Model for Closing Goal Gap

There is a wide gap between goals in education--set by society and national policy--and goals implemented and adopted at the working level. Some new models for closing the gaps between disparate goals have been used in industry. Our question is: Can these be used in educational systems?

For example, a model of industrial organization-wide goal setting works something like this. The top level decision-makers first set broad goals for the organization. They may prescribe performance criteria, sales expectation, new product development rates, and over-all group schedules.

This information is then fed to each smaller unit of the organization which then sets its own goals. It is aware of the larger goals, but not restricted to them. AFTER THE SMALLER UNITS SET THEIR GOALS THE INFORMATION IS RELATED BACK TO THOSE AT THE TOP OF THE ORGANIZATION WHO THEN LOOK FOR POSSIBLE DISCREPANCIES BETWEEN GOALS OF THE SMALL UNIT AND GOALS OF THE LARGER ORGANIZATION. Any gap or discrepancy is reported to the smaller units with a challenge for the units to develop a strategy for closing the gap. After this process the final goals of the corporation are made. The importance of such a process is that it is a message; it communicates something to those people who work in the organization. The messages it conveys are: That useful knowledge resides at all levels of the organization; that the working levels can influence the organization as a whole; and that the maximum amount of information is available to decision-makers in making a decision.[1]

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[1] Beckhard, Richard, Organization Development: Strategies and Models, Addison Wellesley Publishing Company, Reading, Massachusetts, 1969, p. 37.

Such a model offers no guarantees. It will not help much in changing the overall goals of the organization or in arranging for a decision to make radical and unusual turn-arounds.

The point in suggesting it, however, is to emphasize again for the purposes of school leaders and planners that programs in schools constantly and continually flounder, not always because goals are unrealistic, but because those who carry them out feel they have had no part in them, are not even really aware of the goals, and never have an opportunity to feedback in a way they feel assured will be heard.

Teams prepared for team work can carry out such planning. They can train personnel, conduct goal setting meetings, and "are" the machinery of the system for participation.

TEAMS DIFFER IN ATTENTION THEY DEVOTE TO TO CHECKING OUT GOALS OF THE SYSTEM

In the formation of Team I, much early attention was given to what the system expected the team to do. The assistant superintendent, even before team members were selected, met with key people in his subsystem, outside consultants, and training specialists to talk about how theteam should be trained, organized, and introduced, if it were to serve the linking, integrative, and innovation function proposed.

The result of this meeting was the plan for a five-week summer conference for the sole purpose of training the selected Team I members; they would learn in association with principals, supervisors, and administrative personnel.

Team II, a prototype constructed on the Model of Team I began also with very early specification of what the role of the team would be and what skills would be needed. This was done collectively with the school staff, outside consultants, and teachers. Team members and training were designated after this first step.

Team III was introduced with this statement: "Ultimate success of this team and others will depend heavily on the quality of personnel in the resource team. This team will be composed mainly of highly professional "master teacher" types, skilled in working with teachers and trained in the use of new materials and approaches. These people will be recruited from the staffs of current curriculum development projects."

Here is where the specification of both the nature of the tasks and the skills ended, and the program began without prior training of the Team members as a "Team."

Similarly Teams IV and V were launched as "master teacher" teams, with programs having begun in both places before the permanent Team members were chosen. Staff came into programs where interventions had already begun.

Before Forming a Team

Before forming a team one must specify what its initial task should be. This means answering questions such as: What work is it to perform? What problems is it to solve? What product might it produce? What resources or program is it to improve? What changes will be expected from its action?

The number of tasks that a team can perform may be many or few. They tend to fall neatly into the category of implementation, maintenance, or linkage. THE SUCCESS OR FAILURE OF A TEAM DEPENDS IN SOME PART ON WHETHER THE TASKS ARE OPERATIONALLY DEFINED SO THAT THE NEEDED SKILLS AND APPROPRIATE COMPONENTS WILL BE ATTENDED TO IN BUILDING THE TEAM. Early attention to what the system or the executive expects the team to do will help establish the criteria for team member selection and ensure that the design of the training and support systems will enable the team to accomplish these objectives. The chart below lists the five major tasks or functions teams generally perform in schools. It is possible, of course, for a team to be organized solely to fulfill one function--such as a team organized to study and make recommendations. In reality, the nature of a school system forces teams to be built on more widely spread objectives.

IF THE TEAM IS TO DO	IT WILL BE
Assessment - Investigation and Recommendation	Setting up temporary relationships Defining problems Interviewing, questioning Collecting data Analyzing Synthesizing Communicating by writing and talking Conceptualizing Evaluating
Implementation and Teaching	Re[illegible]ating products and approaches Inte[illegible]reting Explaining Demonstrating Relating to products source Relating to target system and group Training others Planning Organizing Overseeing logistical arrangements Planning and assisting with summative evaluating
CHANGE AGENTRY	Acting in all or few of these dimensions Distinguishing and judging need Responding flexibly to affects of interventions Assessing status of system Analyzing power and authority relationships in systems Developing and der[illegible]strating new norms in systems
Development and Invention	Using special knowledge of subject Defining need Creating new materials or organization Tolerating ambiguous events and relationships Exploring alternatives and ideas Utilizing human and material resources in new ways Utilizing formative evaluation
Maintenance of Operation	Accepting assigned roles and tasks Accepting definition of task Exhibiting specified skill for task Maintaining regular schedule Demonstrating dependability Organizing
Linkage and Integration	Concentrating on human resources Developing mechanisms for collaborative goal setting Modeling global viewpoint Modeling training and helping role Breaking down status anxiety Communicating and developing communication skills in others

Team Members as Change Agents

Some tasks require that the teams need skills more closely associated with the role of a change agent than with that of a teacher or resource person. In some cases a team may be commissioned to reshape norms, or it may have to do so in order to accomplish some of its objectives. If its task is to solve a problem, it may find team members involved in roles and tactics not thought of in the beginning.

Or a crisis may erupt to which there is a need for quick response. At such a time, there will be a premium on highly personal attributes such as flexibility, integrity, ego-strength and responsiveness. Skills in the rapid diagnosis of problems, systematic analysis, and examination of alternatives will be needed. A global view of change will also be important.

Stable Change - Disruptive Change

It is true that change is often resisted, but on the whole people accept change; change is an inherent part both of the physical world and of living organisms. Resistance to change, as Spicer* has pointed out, rather than describing what always happens, is a symptom of what occurs when something is wrong; when there is a mismatch between need and the proposed change, between the real world of people, their interactions, physical phenomena, and natural events. Resistance to new, innovating, or proposed change indicates not that people resist all change, but that the time, the context, or the vehicles may be woefully mismatched to needs. This view of growth and development puts a great deal of responsibility on the agents of change to focus on creating conditions for change--not "pushing" it.

Many administrators and educators talk about innovation and change and pretend

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*Spicer, Edward H., Human Problems in Technological Change; Science Editions, John Wiley and Sons, Inc., (New York, 1952), p. 18.

ACTIONS OF TEAM I INCREASINGLY AFFECT THE ENTIRE SYSTEM

According to the 1969 outside evaluation study of Team I:

> Increasingly the thrust of Team functions and activities has been toward system change . . . . (That is, toward) changes in the roles of personnel and pupils; changes in policies; changes in scope of target population; changes in responsibilities and authority; changes in general operating procedures; changes in staffing patterns; changes in criteria for system actions at any level; changes in goals; changes in functions of capabilities; (and) changes in planning and decision-making arrangements and processes.

It is clear that the Team has been moving toward changes affecting structural elements at the classroom level. Teachers have been encouraged to extend the boundaries of the classroom by viewing the classroom not as a closed space, but as continuous with the environment, and, from the child's point of view, continuous with his daily life. The organization of classrooms and the roles and functions of pupils and teachers have been affected so that teachers serve more as guides and resources to children and less as instructors in the conventional sense. This, in turn, has affected and is affected by the form and quality of instructional processes, hopefully resulting in more self-direction and initiative for children, and more flexibility and sources inputs for teachers.

to value it. What they are most often referring to, however, is stable change; the kind of change that occurs when one substitutes something new in one part of a larger system. This implies small-scale incremental changes. Whether a new curriculum, schedule or service, the change can usually be peacefully fitted into an ongoing structure, without undue shifts of power and people. The concept of stable change assumes that the system is in charge of itself, and that outside forces and other factors cannot force changes in other than the specified ways. A decade ago most thinking about change in school systems was in this domain. For example, if a new mathematics curriculum was to be introduced, it was to replace one that was there. It would work into an existing schedule, be taught by the same teachers who had taught the old, and its effectiveness would be evaluated by the accomplishment of pupils on standardized tests.

Disruptive change is a part of today's realities. It is being instigated by parents and students and from within the system itself from other reformers in the society. NO SCHOOL SYSTEM IS LIKELY TO HAVE THE LUXURY IN THE 1970'S OF LIMITING EDUCATIONAL REFORMS TO STABLE CHANGES; THAT IS, TO TAMPERING WITH ONLY ONE PART OF THE SYSTEM WITHOUT CONSIDERING OR PLANNING FOR ITS EFFECT ON THE OTHER PARTS. Schools, like other groups in society, will face in the next decade the imperative to restructure, not just things, but people and their relationships with others. Such changes may, like stable change, involve the manipulation of single variables, but this will have larger, system-wide impact.

Sometimes advocates of stable change find they have triggered a process of disruptive change. Simple innovations can cause or demand disruptive change, or more likely a new program finds it is in the center of disruptive change, because it was proposed as an antidote for an illness diagnosed too late, or incorrectly. The people within schools who plan for a team as a way of obtaining creative responses to new needs should examine their concept of change.

HIDDEN CRITERIA FOR SELECTION OF TEAM MEMBERS PROVES MORE IMPORTANT THAN STATED CRITERIA

Team I was selected on the basis of two specified and written criteria. 1) That the potential team member would have had special training in an extensive Summer Institute conducted by specialists in the use of new mathematics, science and social curricula; and 2) that the potential team member would have made successful use in his or her classroom of the trial materials and new curricula introduced in the Institute.

There were also hidden criteria which were not specified and articulated. Since the teachers were selected from those teaching in the target system and since the target system was predominantly black, the team members were black. It seems important, in retrospect, that the overt criteria of selection was stated as competency in subject matter. However, the most important criteria may have been those unspecified and inherent in the natural potential of the team which was closely associated with its client group of the same racial background, with knowledge familiar to the system and the world in which it would operate.

Teams III, IV, and V provide interesting similarities and deeply significant differences. These teams were chosen, as was noted earlier, on the basis of loose criteria of being highly professional master-teacher types, skilled in working with teachers, and trained in the use of new materials and approaches. Ostensibly these criteria sound similar to those used in the selection of Team I.

Here the crucial differences were hidden, however, as in the first case. The "master teacher types" were chosen from the staff of existing curriculum development groups in the sponsoring outside organization. They were not intimately in touch with their clients and perhaps in many respects removed from them. For example, only one of the original ten team members of Team I had taught in urban schools.

It may be much easier for them to deal with resistance, if they can understand the inevitability of change in the long run. If they can see that change inevitably implies tensions, it will also be easier to understand the training and support necessary for effective teams.

A TEAM THAT DEALS WITH SUCH AN INDEPTH UNDERSTANDING OF CHANGE MUST BE COMPOSED OF STRONG AND UNCOMMON PEOPLE, PEOPLE WHO WILL NOT BE RESTRICTED BY THEIR OWN EXPERTISE AND PERSONAL POINTS OF VIEW, BUT WHO CAN HEAR AND RESPOND TO THE NEEDS OF OTHERS. Such a team needs 2 individuals who are continual learners, who do not necessarily see education as a phenomenon restricted to formal institutions, and who feel they never finish their own growing.

It also needs persons who are not afraid to act as whole people, to act themselves; people who do not use logic and intellect merely to establish barriers, but who can be in the intuitive feeling and emotional parts of themselves and others.

Selecting Team Members

Teams are made up of people. Obvious? Yes, but often forgotten in the rush to make all teams representative of roles, levels, skills, and to find a way to build an operating team. It is important that the selection criteria not insist on some abstract set of ideal skills and perfect qualifications. Behind the concept that people can function collaboratively and constructively in groups or teams is the belief that shared responsibility and collaboration is not something uniquely fitted to only a few rare people. True, some individuals do enjoy group and team work more than others, but the operating principles for successful team work are also sound principles for working with human nature, anywhere, anytime:

- sharing self
- sharing competencies
- using the resources of others
- maximizing chances of success through collaborative action with others toward a large goal

Simple and obvious as these ideas are, they are ones which continually need to be learned, discovered, relearned, rediscovered, and reaffirmed. In our society more emphasis is placed in our education and training on individual achievement and personal competition than on achievement and reward for the group. Everyone is well prepared to look out for his own rating, his own job, his own grade and has been literally trained to do his work on his own, and to take what comes to him fairly as an individual.

In our social institutions, and even increasingly so in research, team effort becomes important. The objective, if societal goals are to be met, must not be merely an individual success, but also the success of the group. It is our contention, on the basis of experience with team building, that people are genuinely deprived in our culture of the knowledge of how to work and live in team and collective situations. Yet, ironically most of our work, our thinking, and planning is done in this environment.

If team effort is required, then it is mandatory that people then be prepared for it.

TEAM I DETERMINES ITS OWN CRITERIA FOR SELECTING NEW TEAM MEMBERS

In the second year of the operation of Team I additional members were added to the Team. The Team itself was made responsible for the selection of its members and on the basis of its year's experience drew up criteria and procedures for choosing them.

The Team members were selected from teachers in the target division using four steps of assessment (1) Review of technical and statistical information about the candidate, 2) Assessment of the potential Team members' actions, discussion and participation in a group situation from a standpoint of two official observers, 3) Individual interview with the potential Team members and two other interviewers who were Team members or officials in the target school division, and 4) Final assessment combining all the data from all these three steps by a committee.

The following issues were among those raised in the personal interviews with potencial Team members:

1) Why would you like to join a Team responsible for innovation and change?

2) What does the Team, as you know, do in relationship to the target schools?

3) What has it meant to you in your work as a teacher in the school during the past year?

4) What are some of the innovative ideas--the new things which you have come up with while working in your classroom?

5) What strengths do you see in yourself as a teacher?

Some Guidelines

Obviously, the selection process must consider the nature of the team's tasks. (Refer to chart on page 28, which describes a team's role.

For example, a team that aims to implement a new curriculum or learning program will need to relate well to outside experts. It is also important that it be successful and skilled in training other people, in conducting workshops, and in teaching adults.

All of these are skills that can be developed. IF THE SELECTION CRITERIA REQUIRED THAT TEAM MEMBERS COME ALREADY EQUIPPED WITH THE NECESSARY SKILLS, POTENTIALLY SUCCESSFUL TEAM MEMBERS WOULD BE WRONGLY DISQUALIFIED. Potential team members need have only one key ability related to the task they are to do. They can build upon this skill. Moreover, this will ensure a range of other skills which may later turn out to be important but could not have been anticipated beforehand. That is, objectives and groups change as a result of action, feedback, and new training. To choose too carefully today for one task may limit the team's ability to grow and to modify their roles, their practice of skills, and their actions. Therefore, in selection, think potential and change. The data from the five sites indicates the following clusters of knowledge are ones that team members should have or should develop:

Team Members Should Have....

KNOWLEDGE: OF METHODS AND PRACTICE

Each team member should have some special skills already fixed and related to the target task. This special knowledge could be in teaching, in a specific curriculum subject matter, in organization, drama, art, curriculum development, or other skills related to the job to be done. The skills sought should be practical and directly related to competency in the real world and should be measured by practical success not academic degree-holding success. The expansion of skill in methods and practice can be done through team training.

KNOWLEDGE: OF REALITIES

The team member should "know" to a practical degree the world that is their target. If it is the child, they should know children. If it is the community, they should know and have a feeling for the community. They should be interested in current tensions, relevant considerations. This means they should know something about the nature of the target system, how it functions, and they should be constructively critical and skeptical about it. Team membership should also represent, the social composition -- race, sex, age, experience, geography, or status, of the target group.

KNOWLEDGE: OF HIS OWN VALUES FOR HIMSELF

The team member should hold values and opinions which he is not afraid to own up to. He should have some expectancies for himself which he demonstrates, and he should have expectancies and standards for his system and his society. Partisanship or a sense of values, we think, is more crucial than the much discussed goal of objectivity. The reality is that caring, striving, committed individuals are seldom if ever impartial or completely objective. Being objective from our viewpoint is something which must be worked at by all committed people, and it is never an end in itself.

A potentially valuable team member who can develop a commitment to the task of a team must first be capable of commitment. So look for it in the beginning.

A team member should be a risk-taker, that is willing to go out on a limb and to enter a slightly different kind of an organization which does not have all the certainties guaranteed by appointed position, line authority, and ritualized roles.

Contract Making With the Team Member

This is in reference to informal contracts. A team member should understand something of the nature of a team and the particularities of the one he is being asked to join. He should have communicated to him sufficient information that he can make the following committments:

- agree to be part of organizational development and personal growth laboratories and experiences.
- understand that a temporary group, such as a team does not have the job security, or sometimes potential for promotion that positions related to step-by-step progression may have.
- understand that investment in hard work and personal growth is expected as the norm.
- demonstrate willingness to work as a group member, not always a leader or as the "big cheese."

TEAM IV EXPERIENCES GREATER SUCCESS WITH BLACK MEMBERSHIP

Team members should know the world that is their target.

In its fourth and final year of functioning Team IV came together more affectively as a group and performed better in relationship to the schools than it had before. Below are some comments from an interview with an assistant principal which shed some light on the importance of how closely Team members are related to their clients.

> It was really one of the only times in our four years of association that you had almost a totally black staff for our almost black student population. All our students want and the community wants is someone who will get involved with these boys and girls and give them the best possible training and education regardless of whether they live here in Newton, in Wellesley, or in New York. But I still think anyone who comes down here and thinks it is a big challenge or "I'm the big benevolent one who is going to deal with these poor unfortunates," then they might as well forget it. Oh, if you slip by or they try to come in because it is a kind of glamourous thing now and then to have association with the black community and after all one can get easy funding for this. It is wrong though to get money and funding. Sometimes people only come in to use the school, to use the kids, to use the community and get the research and then go out and leave. Some of the individuals may be seekers of Master's degrees or PhD's. The real issue is that if you are going to do a program here what is it for if its not for the community and the school?
>
> It is definitely hard for an outsider to come into the school and have a sense of the community. A person coming from the outside will have difficulty until that person proves himself or passes the test that the kids give him or people believe that he is here for good purposes. There is a definite price. If any groups are going to do anything in the area, I think the basic orientation has to be black or for the client, unless you get white people who are really with it and understand the issues.

Some Absolutes in Selection of Team Members

Team members must:

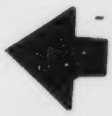
- demonstrate willingness and commitment to join in a group in which growth and continued development is the norm.

- agree beforehand to be part of organizational development and personal growth laboratories and experiences

- understand that a temporary group, i.e., a team and a system may not have the job security, nor the guarantee of step-by-step progression upward, nor the control by rule and regulation found in traditional positions in the system.

Team members should have:

- a particular skill directly related to the initial task



- A SOCIAL AND/OR OTHER RELATIONSHIP TO THE TARGET GROUP WITH WHICH THEY WILL WORK THAT DOES NOT REMOVE THEM TOO FAR PERSONALLY OR PROFESSIONALLY FROM THE PEOPLE WITH WHOM THEY WILL BE IN DAILY CONTACT.

- youth and/or personal stamina and strength to invest in hard work and in one's own personal growth and change.

- ability to communicate, to relate to others--not just in stereotype--to be verbal and aggressively outgoing, and to take real satisfaction in communicating with others.

TEAMS I AND II BENEFIT FROM UNOFFICIAL SELECTION PROCESS

Team I and Team II are case histories of school teams which demonstrate the systematics of choosing personnel for special tasks without using the personnel procedures of the regular system. Team I was chosen by a task force made up of an administrator, a science supervisor, and an outside consultant. They were to choose teachers on the basis of specified criteria discussed below. The choice was free of system norms--it did not use as service sequential career development and ordinary promotion channels such as recommendation by principals. These teachers once chosen by the special task force maintained their status as teachers and were to report as a Team directly to the assistant superintendent in charge of the division. This process of selection provided a freedom in the choice of teachers which would have not been available through standardized processes for promotion and recommendations for advancement.

Team II, following the model of Team I, was also created in the school system by selection procedure. The members also were chosen by outside organizations on the basis of experience and training in new curriculum. These team members were selected by the director of the division in consultation with principals and the outside consultant. Some members of the Team were already classified before their choices as resource teachers and for that classification received increments in pay. However, all understood in the initial contracting that they were to serve on the Team as equal members.

The Personnel Procedures For Selecting Team Members

DECISIONS ABOUT THE MEMBERSHIP OF A TEAM WHOSE TASK IS TO GENERATE INNOVATIONS IN THE SYSTEM SHOULD DEFINITELY NOT BE MADE THROUGH THE REGULAR PERSONNEL CHANNELS OF THE SCHOOL SYSTEM. Instead, the team should be choosen by those who have taken the time to define the need for a team and understand what the tasks of the team will be. This does not mean that school personnel or administrators do not participate. Rather their responsibility should be shared with those of the target group to be served and with a process consultant. This is necessary because regular promotion procedures tend to be inflexible and to support the status quo.

All bureaucracies fight to maintain themselves and in so doing often lose sight of their initial goals. Yet it is increasingly clear that schools must do more than simply maintain ongoing functions. Demands to work creatively and respond quickly become more and more mandatory as the scope and speed of change increases. Among these demands is the need to find new ways of defining and discovering talent. Thus if an administrator or planner in a school system, truly wants something new to meet a new need to do a better job, he must utilize new mechanisms for creating it.

Powers of Team

To function most effectively as an innovative or change-agent team, the group should depend upon informal power, understand its nature and derivation, and shun on every hand the utilization of authoritative powers which threaten or pose overt control over the nature or existence of a person's job.

The powers used by the team should be derived from their authority as persons, as specialists and experts and their willingness and capacity to respond to real needs and listen to others. The tasks of rating personnel, conducting summative evaluation efforts, overseeing task accomplishments, and reporting to superiors should be left to other roles and positions, removed from team operations.

It is very important to distinguish between the nature of tasks of administration, maintenance of an organization, and evaluation, as opposed to those of innovation, development, and change.

It is appropriate to warn also that a team can have a difficult time if it is too tightly bound to an existing authority structure in the system. It will have to work very hard, both in words and action to indicate that its own methods of functioning will be different from what has gone before. The ideal is for a new team to be as clean as possible and as clearly removed from previous historical ties in the system. Usually this is not possible, but planning and awareness will help to overcome the limitations.

On the other hand, teams, whose goals are limited to simply implementing new curriculum or performing tasks of "maintenance" with the system, should probably have clear lines of authority and well defined powers. Their authority should be defined both in relationship to the group to which they are responsible and the group which they will be serving or using for the introduction of new materials.

The teams discussed as examples in this book largely depend upon their ability to create and use informal power for their success. Sometimes the need for exercising informal power arose out of the lack of definitiveness within the system or the sponsoring organization. Whatever the reason, teams will constantly

need to make use of the power they can develop on their own.

Formal Power

For purposes of discussion formal power can be defined as that ability of A to cause B to do something which comes from authority vested in the hierarchy of the organization. In the typical pyramid model power ostensibly flows downward from those in the top of the hierarchy to others in direct line of authority beneath. When the ability of a person within the hierarchy to get something done conforms to his position in the hierarchy or carries with it the threat and reward inherent in his office, one could say "formal system powers" are being used. No team or person can operate within school systems without utilization and benefit from formal powers. It will take formal power acts to create the team; to provide its resources; to protect it at crucial stages; to maintain it in a decision-making network in the larger system; and to maintain it in an influence network of feedback.

While formal power may create a team, it should operate by use of informal power, molded from its own skills, competencies, access to knowledgeable people, responsiveness to needs, ability to deliver services, support, and personnel more quickly and in a fashion more satisfying to the client than traditional sources.

As an example, consider the quality of relationships between a classroom teacher and a helping advisory teacher who works when she is requested by the teacher, who offers material resources, who connects a teacher to opportunities for new learnings, who places a high premium on interpersonal competency, who will act as advocate for the teacher and her needs with the administration, and who is in daily touch with everyone at the classroom level, not restricting herself to one discipline.

There is a different quality in the relationship of a supervisor who rates teachers, reports back to other supervisors and principals, and who has responsibility for a large number of teachers.

Or compare the relationship of a resource teacher, sent into the classroom field to support in a subject matter or specialty, but is limited to influence and relationship around that topic.

The supervisor represents authority and the overt threat of influencing job and position; the resource teacher represents the limitations of expertise and specialty. Both are deprived of the right to be genuinely accountable for developing influence patterns on their own.

Before such impersonal and informal modes of power can really function, there must be a commitment of school administrators, team members, and the client group to the influence and effect of voluntarism. In fact, the notion that personnel must comply with all programs should be seriously examined in schools.

To have accountability in a system requires that personnel feel in control and are in control of some of the crucial factors which they can manipulate in demonstrating accountability.

It is suggested that on this basis, voluntarism, or allowing the teacher and principal to determine what services and what programs they use, can revitalize an alternating system. In such a system, working through issues, sharing, and closing the gaps between goals, is a better way to achieve unity of goals and services than by imposing outward regulations.

The Key Components for the Team's Function within a System

Successful functioning of a team calls for the interweaving of the formal resources of the system with the informal networks developed by the team.

The team should work with its target group on a basis of voluntarism. The client should have the right to request services, not be forced to use them.

If the existence of the team, or its goal, is not influenced by the client, then questions of its use, operation, and success should be directly related to the client.

The team should have control over resources critical to its functioning.

The team and clients if possible should participate in decisions and about how funds are spent regarding those things which affect training of the target groups. Budget decisions about expenditures would not be removed from the action level. In addition purchasing system should be devised that will allow immediate response to teaching needs, develop an image that the team can respond, and develop a sense (in team members and clients) of some measure of control over daily tasks.

The team must have a physical area in which to work, to create its sub-culture of action, to represent itself to others and the clients.

Inflexible space is a message; a team should begin with a message of adaptability, newness, and creativeness. It should control and function in space that allows for extensive use of concrete learning materials, handwork, art, and drama. It should be able on short notice to generate learning and environments and to organize meetings, group sessions and planning efforts in comfortable, creative ways in non-traditional surroundings.

The team should have a reward structure for service appropriate to the process it is encouraging.

Since a team eschews authoritative control, it should not function under large salary increments for overt financial benefit. In the places where teams have been most successful, members retain their teaching level ratings. This ensures that a team is seen as a working group, not as a way of escape out of

the classroom into a high-paying position. The team is a place to work hard and commit oneself to a different kind of work. The rewards of team membership should be satisfaction from group efforts, the opportunity for personal growth and training, the opportunity to deliver successful services, and a chance to effect change. Effective team members will always have new options open to them as a result of the experience; but a team should not be viewed in the system as the direct route up to promotions.

If a team is to be composed of individuals who already have differentiated salaries these differences should be known to all. Team members should know at the outset that pay scale does not necessarily dictate influence and power in a collaborative team operation.

The team and the system should understand the life line of the team.

A team that is to be a temporary system should not begin with a permanent status. In the beginning it should be given a life of two to three years, and this should be made clear to members and clients.

The team must commit itself in time, design, and resources to continued learning in the helping role, and in collaborative functioning.

A team will not develop by chance. (This is discussed in detail in the last section of the book.)

The team, through its learning and training, development, and work efforts should be connected to specialists and organizations outside the school system.

The tension of change comes from closing the gaps between experiences and knowledge. School systems become closed and incestuous, as do many large organizations. The challenge of outside effort, knowledge, and tension is essential. The next section will talk about how to use it.

Types of Team Groupings

FAMILY GROUP: A family group refers to a team that's made up of existing staff and existing staff relationships. Thus, it includes the director, assistant director, and subordinates in a program; or the principal and teachers of a single school, and so on. Team building under such circumstances is different from the kind of team building involved in a temporary system. The training procedures for a family group would be quite similar, but the stages of growth and some of the prerequisites for selection and organizing a team would obviously be different.

TECHNICAL OR TASK GROUP: A technical group refers to efforts to build a team using people who have highly specialized competencies which can contribute to the accomplishment of a specified task. An example would be a group assembled to write, edit, illustrate and publish curriculum, a book, a film, or some other product. Or it might be a group charged with the task of coming up with plans for a new school, or with solutions to some pressing problems.

A technical group needs to start with a larger base of competencies--geared directly to the stated task--than is usually the case for other groups.

PEER GROUP: A peer group refers to a team that's made up of colleagues, all of whom operate at the same general level of the school hierarchy. They may be expected either to accomplish a specific task more effectively or to assume the responsibility for a new program. A peer-group team may develop into the most powerful form of change-agent team, because its particular characteristics and problems will center around leadership, decision-making, and organization. It also provides the greatest opportunity to understand group process and leadership.

PROJECT OR PROGRAM GROUP: A project group refers to a team composed of individuals drawn from various sources and combining both personal and skill talents in order to carry out a whole program or a wide-scale project and produce given results or stated products. Such teams are commonly assembled to initiate new programs. It is the kind of team to which almost all of the specifications developed in this book are appropriate.

A note of caution: a team does not have to be a pure model of any of these four types. Quite often it is a combination of these, such as a peer project group or a peer technical group.

TEACHER FEELS THREATENED BY CHANGES SUGGESTED BY OUTSIDE CURRICULUM SPECIALISTS

A teacher, who later became leader of TEAM I, recalled what he felt when first introduced to curriculum changes proposed by consultants from EDC:

> Very early in the game teachers suspected the implications of the kind of studies proposed. It threatened the old teacher-student relationships. I remember distinctly a diagram in an Elementary Science Study manual showing how a teacher who did all the talking in a class could interfere with the child's learning. It was frightening to me to think of the change I had to make as a teacher if I were to use these materials. What would I do if I had to give up my control as the speaker and talker in the classroom? Until this time I, and others of us, had been led to believe that teachers needed to govern their students with an abundance of knowledge and strict rules of discipline. My function in the classroom, I had always thought, was to teach. The strange new style asked the teacher to stop playing the authority figure alone and start sharing responsibility for learning with the students. Like most humans, I guess, I felt threatened by the suggestion from these outside people that we, or that I, could totally change our ways.
>
> Looking back on it, it seems strange to me that the outside experts did not understand the scope of changes they were proposing. Gradually, however, the consultant who was to become the team leader came to have some feeling of what she was asking teachers to do. It was at that point, I guess, that she turned to other kinds of resources for planning -- group work -- to try to find out where people were.

Outsider-Insider Tension

There is much more to the relationship between insiders and outsiders than simply an exchange of information or skill. TENSION IS CREATED WHENEVER OUTSIDERS ENTER CULTURES NOT THEIR OWN: WHEN ADULTS ENTER THE WORLD OF YOUTH; WHEN WHITES ENTER THE BLACK MILIEU; WHEN BLACKS ENTER THE WHITE WORLD; WHEN EXPERTS ENTER CLASSROOMS; when administrators meet organizational specialists; when reformers of teacher training meet professors; and when teaching revolutionaries meet teachers.

Differences in such things as outlook, kinetic communication, social and status distance and intension and knowledge, all create tension. Tension can generate alertness and a healthy reaction to check out what the differences mean. Will it be threatening? Will it be helpful? Will it necessitate radical adaptation or can it be accommodated into the consistency I now have? This alertness then generates variation in behavior and finally adaptation. This is learning and growth. Learning is an adaptive process, reborn each time dissonance is created between what is already known or acted upon and what is now perceived. If the gap is small enough to leap, it may force a reaccomodation, and new knowledge and understanding results.

This is why outsiders are needed in school systems. A school system, like any other system or subculture, tends to perpetuate itself and to guard against the intervention of new or alien ideas which may threaten to force radical accomodations. Yet the very meaning of education involves the encountering of dissonance and accommodation to the new.

Most interventions into educational systems are standardized and unchallenging efforts. Federal, and even private funds, are used to support standardized procedures and personnel or the purchase of services, products or information in the hopes that more of the same will make things better. Tension for change is regarded as confronting. There has been little systematic study of the tensions outside-inside systems can generate. Most research has focused on the

effects of short-term programs or the examination of a small problem. Outside organizations are often confined to the same restrictive guidelines that the existing system uses. The outsider, even community personnel, once lured into the schools, is promptly absorbed into the system. He is put on its payrolls and adapts himself to those values and regulations he once wished to change. Worse, the very professors from teacher training institutions who helped produce and support some of the dysfunctions of schools are now being paid to regrain and intervene with teachers and program development.

Tension can mean encountering real differences and examining long-accepted assumptions. The membrane between the internal organism and the outside world is the crucial interface. A team may be that interface for a school system. It may have the training in group process skills to make effective use of outsiders; it may be the channel for training others in the system in what experts can deliver and trained entirely by outsiders. However, if this is to be so, some very careful thought should be given to the role of outsiders and to how they may enter the system at a decision-making point, particularly if they are to develop teams or change inter-personal relationships.

A Different Way of Using Outsiders in School Organizations

Usually school systems use outside companies, experts, or specialists to provide them with three things -- information, service, and products. But these contacts often produce too little, probably because they ignore the crucial and vital place of decision-making. Purchasing a product or buying a service assumes that in the past problems have been rightly diagnosed, and the right or most beneficial decision has been made.

Successful use of consultants depends on answers to these four questions:

- Did the target system diagnose its problems clearly, and was it able to specify its real needs?
- Did the target system accurately describe those needs to the research corporation or outside organization?
- Did the target system choose the correct outside competencies to match the task?
- Should the target system consider the consequences of intervention and the possible instability that might ensue?

For example, a school may be disappointed in the results of a two-week sensitivity training session conducted by an outside organization and blame the competence of the trainers. The trouble may be that the decision to use trainers was based on poor diagnosis of the problem. The process of going outside for a solution may also have affected the personnel.

To overcome some of the pitfalls in the use of outsiders, these points are important to recognize:

- Once a decision to do something has been made, the future effectiveness of a program or task is probably already determined. But it is after this decision that most school systems seek assistance from the outside.
- Policy makers and administrators who often seek and buy services of outsiders may know the least about what is wrong at the operational level, and more than likely have poor channels for finding out. Under pressure, they may adopt wholesale solutions, without knowing the "real world."
- School systems can be assisted and really helped by outsiders only if personnel are confident that they can assume some responsibility for change and for redirecting their own efforts.

These assumptions indicate a new way to use experts. First, they should be involved very early in problem diagnosis and decision-making. This involvement should be open and exploratory. It should use persons trained in organizational development and in problem diagnosis rather than those tied to narrow specialities. The objective of the first interventions should be to make joint diagnosis with people in the system, to participate in joint goal-setting, and to build personal trust and credibility between outside consultants and key persons in the system.

Building such a relationship later allows the outsider to make judgments about what to do to implement the decision. But first, let the consultant help with the initial diagnosis and decision.

II
The Training of a Team

A Few Absolutes

1. A team will not develop by chance.
2. A single training course at the beginning of a task assignment, no matter how intense, will not suffice for training and learning needs.
3. The schedule of the team must include regular time for continued training for its members and assessment of its own growth and development.
4. Team training must be matched to team needs. A clear distinction must be made between university training and task oriented on-the-job training.
5. Challenging interventions must be provided by outside consultants and personnel with varying points of view.

Education Courses Versus Need Learning

Teacher-training programs often assume that the more university courses someone has, the more skill or learning knowledge he will gain. But on-the-job learning is often as valuable as university course learning. Each produces very different results.

University/Course Learning	Need-Learning
Structure of course set by instructor or professor.	Structure of course set by group articulation of a need.
Course work based on assumptions of need of students at some time in the future.	Course work based on recognition of need right now.
Testing and evaluation is formal.	Testing and evaluation is pragmatic.
Reward structure is in professional advancement of the individual.	Reward structure is in accomplishment of group.

Most learning in our society is based on an individual's acquisition of skills which give him a competitive and academic advantage over other individuals. There is, however, an increasing need for team training.

TEAM I CHANGES TACTICS TO PLACE MORE EMPHASIS ON "NEED LEARNING"

From the diary of the leader of Team I, 1968:

The teachers want more courses. They want materials centered around reading. They feel it is very important to work directly with the subject for which they feel most responsibility and apparently feel most inadequate in teaching.

At first the team responded to these kinds of demands with workshops conducted by specialists and experts from universities, publishing houses, and special projects. But the results were disappointing. Finally, the team felt it had to initiate action. It made an in-depth survey of all the teachers. It provided for 300 teachers a comprehensive statement about their concerns and needs. When examined, these views of the needs were not revolutionary or innovative. The expectancies and demands of the teachers were routine. At this point the team, responsible for innovation, decided to design an intensive six-week Summer Workshop based exclusively on teacher needs.

The design was eclectic. Teachers had stated clearly they wished not to be indoctrinated to various teaching methods. It was decided, therefore, to introduce teachers to at least four different methods of teaching reading to allow them to see these methods in operation, collectively in open classrooms where both teachers and children had a choice of methods of learning and teaching. Teachers had specified what they wanted to do and see, not read about.

This approach to learning and teaching design became a highly successful one based on building curriculum out of the ascertained needs of the learner rather than the structure of the subject or the ritualized organization of a course.

> This is no easy conflict to resolve. There is a necessary dialectic between the individual and the group, identity and community. . . . The problem of collaboration presses. As professional workers join large scale organizations in increasing numbers, as tasks become more complex and independent, as diverse specialists come together for relatively short periods of time to solve problems, as responsibilities become too complex for one man's comprehension, new social inventions of collaboration are imperative.[1]

FOR THE COLLABORATION REQUIRED IN TEAM-BUILDING, GROUP GOALS ARE MORE IMPORTANT THAN INDIVIDUALISTIC GOALS.

The following chart for team building should inform a planner and developer of a team of the clusters of experiences necessary for proper evolution of a team.

The progression suggested in the chart from self-awareness to inter-group relationships is by no means linear and concrete. Rather the cluster of experiences reflects the order in which concerns will tend to be highlighted. All of these learning experiences are continuous; group dynamics will not stop.

For each of the experience-clusters, trainers can be found who are either process consultants, people experienced in group work, or trainers from the National Training Laboratory. School administrators should be warned, however, that they are unlikely to find many people with a comprehensive and long span concept of the whole process of team development. Consultants and specialists who may be most effective in using one training method, such as sensitivity or initiating group experiences, may not be skilled in process observation or systematic exercises relating to problem-diagnosis and decision-making. This poses a problem for any school system trying to create a team. The experience chart should help administrators select resources in an appropriate pattern.

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[1]Bennis, Warren G., Changing Organizations, New York; McGraw Hill Book Company, 1966.

EXPERIENCE AND TRAINING CHART FOR TEAM BUILDING

Learning Objectives	Type of Training Intervention	Time	Location
1. <u>To be self-aware of one's individual needs and how they affect and influence team members</u>. Impact of self on others. Impact of others on self. Where am I in relationship to power in team? Who is calling the shots? Can I live with the goals of this group? Can I live with the goals of the project? Can I trust myself? Am I liked? How much of myself will I have to keep hidden? Can I evaluate myself and modify behavior?	Sensitivity training Modifications Encounter training Modifications and use of some encounter tactics. (Outside consultant as leader)	2 weeks	Away from work site
2. <u>To be aware of the needs of a group; of how a group functions; of the processes at work in groups</u>. What are roles of members of group? Who is the leader? What are his plans? How are decisions to be made?	Organizational Development Strategies. Utilization of learnings of Sensitivity Training, directed toward functioning in group. (Outside consultant as support to leader)	1-2 weeks continuing	on site

Learning Objectives	Type of Training Intervention	Time	Location
What actions move group forward? Task delineation Maintenance work Listening Interpreting What hinders group? Observing dysfunctions Not listening Not responding Poor coping strategies			
3. <u>To know, describe, and delineate strengths and needs of particular group (as team).</u>	Process observation Outside consultant as observer Role play, real problems games, simulations. Psycho-social Learning Exercises. Outside consultant as trainer	2 weeks continuing	on site
4. <u>To accept goal and define objectives and related tasks.</u>	Problem Diagnosis Force-field Analysis Information Sharing Decision-making procedures Outside consultant as trainer Workbooks and guides	1 week continuing	on site
Do I understand goals of project? Can I commit myself to work with these goals? Is problem well diagnosed? Are alternatives reasonable ones? What tasks will have to be done to do job? What resources are under team's control? What is plan and steps in plan?	Direction in planning and developing presentations. Outside consultant as expert. Workbooks, guides.		

Learning Objectives	Type of Training Intervention	Time	Location
5. To organize and specify details of operation and function of team.	Utilization of all previous learnings by team and leader.	2-3 days modification	
What is task of each individual?	Outside consultant as observer and provider of feedback.	one feed-back consultant	on site
What are mechanisms for formal communication?			
Time meetings. Channel of memos.			
Allocation of time for training.			
How will space be utilized?	Training in budget-making and accounting for program purposes.	1 day	
What are procedures for budget-making and disbursement?	Consultant as expert.		
6. To have particular skills in subject matter or performance areas.*			
Individuals on sub-teams.	Workshops Practicum observations	varies on-going	on site or away from site
7. To relate as a team for planning and communication to other teams and groups.	Organizational Development Procedures, intergroup action.	1-2 days related to needs for inter-system cooperation	away from site
Can I trust myself outside the group?	Consultant as observer, trainer.		
Can I act for myself or only for group?			
What will happen if other group does not have my - our understanding?			
How do we plan and share with groups?			

*May be largest dimension of training, but specifics depend on team goals and related skill needs.

IN SENSITIVITY SESSION, TEACHER TELLS GROUP HOW HE FELT IN ROLE OF A DOG

From Let's Get It Together, a booklet published by the Pilot Communities Program on psycho-social learning experiences used in training sessions.*

> I vividly remember the day that the group leader wanted people to learn what it felt like to be completely controlled by another person. He suggested that the participants in the group form pairs and for a period of ten minutes one member of the pair control the other and then reverse roles for another ten-minute period. When I was being led, my partner ordered me to stand on a chair, kneel on the floor, lie on the floor, and roll around. For sometime, he led me about the room between people as though I were a dog. He had complete control over me. Reversing roles, I ordered him to jump, dance, and run up and down a corridor outside the room. I can still recall how intensely hostile and embarrassed I felt as I was being led around the room as a dog. In the discussion that followed, he said he experienced similar feelings while I led him.
>
> Reflecting on this experience, I understood what my pupils must feel like in my classroom when I, in a sense, make them jump through hoops. The pupils usually obey but with feelings of resentment and anger, and there is, of course, that small percentage who resist, disobey, and may attempt to sabotage my lessons.

*See Fred Stokley and Joel Perlmutter, Let's Get It Together, Education Development Center (Newton, Mass.), 1971.

Training Methods

At present there is no hard and fast nomenclature for training methods designed to improve interpersonal communications, self-awareness, and group process. Terms such as sensitivity training, encounter methods, group dynamics, organizational development, task-oriented workshops, process consultation, and team development mean something specific to those practitioners who use the terms but mean very little to the layman or even to other practitioners in the field. An administrator should think and plan carefully when using outside organizations for training. He should diagnose and assess the state of the system before attempting to choose a service. Once he decides on a particular kind of training, he should conduct a careful investigation of available services.

The operational definitions of some of the training methods used by our teams are presented below.*

Sensitivity Training

Sensitivity training attempts to help the individual to be aware of himself as a member of the group. What are the impact of his words and actions on other individuals in that group? How do other individuals and groups affect the self and have an impact on self? Through sensitivity, an individual becomes conscious of the usually unspoken processes involved in finding personal identity within a group.

The methods, the structure or non-structure, focus or non-focus, and low-key or high-key atmosphere of sensitivity training varies with the trainer.

In sensitivity training the learning methodology is classically inductive; that is, the actions, seen, heard, responded to, and observed in the group are the feed back data on which the group acts. PARTICIPANTS LEARN FROM WHAT THEY ARE DOING AND FEELING, HERE AND NOW.

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*Our discussion is biased by the particular consultants and approaches used.

Absolutes

1. This kind of training is most useful for new groups, and for individuals who have been working in traditional functioning situations.

2. A trainer, preferably with membership or affiliation with the National Training Laboratories or other recognized groups, should be used.

3. Initial training should not begin unless there is intention to follow up with specific development and procedures. A continuing relationship should be maintained with members of the group by the trainer for some while after training is completed.

4. The trainer should be acquainted through time and process consultation on needs and aims of the organization and team. Under no circumstances should a trainer perform purely a one-week service with no accountability to organizational objectives and to what occurs later.

5. At least one full week of training is necessary, and all target group members must be present throughout.

PARTICIPANT IN ENCOUNTER GROUP BEGINS TO ACT OUT PERSONAL FEELINGS

The following episode in an encounter group is from another Pilot Communities' publication, The Open Teacher by Marvin Rosenblum.*

One morning, the third day, perhaps, I worked. What is working? Working is reacting to another person out loud, visibly, with that person. Working is admitting how you feel. Working is also admitting your perceptions of where you think other people are at. It's also called working because it is so scary to break the silence and baldly say something negative -- or in some cases positive -- without the accustomed cushion of social conventions. No one will politely talk away your feeling. No one will smoothly change the subject. No one will make nice excuses for you.

Okay. I broke the silence and brought up a conversational incident with Marvin and Jack which had just happened over coffee in the teachers' room. I complained that I had felt "left out." They each told me things I had done, responses I had made which had really turned them off. I accepted what they said -- it was true, after all. I shrugged and thought to myself I'd have to do better next time, with those neat little insights tucked away. It never occurred to me to react, to express any more right there and then. Marvin asked what I wanted to do. I just sat and said I didn't know. Then Ginna, whom I have known for several years, got up, crossed that great empty space in the middle to me and put her arms around me, told me she knew how it felt to be locked up inside, excluded, alone, sent to her room as a child. She was responding to something in me I was almost unaware of myself. That took guts for her to do, and it took something for me to accept her understanding and our mutual physical reticence, for we are more alike than is comfortable for me to admit. There is, also, or as a result, a good deal of mistrust between us. In retrospect, her physical comforting and her reaching out helped what followed. I was still standing and Marvin asked where I'd like to go. The point was I still had done nothing myself. I, who have so carefully concealed my feelings and rationalized my lack of action for so long, somehow managed to walk over to Marvin. When I did get over to him, he held me -- I think I was weeping. I was startled, pleased, self-conscious and soothed. It was a good place to be and it seemed to be alright to be there.

*See Marvin Rosenblum. The Open Teacher. Education Development

Encounter Groups

Encounter groups, a more pervasive and intense experience than sensitivity training, center on the individual and his gestalt. They seek to open the individual's sensitivity to his whole self -- his emotional feeling as well as his concepts and perceptions. Depending on the leader's style, many strategies for freeing and opening the individual's personal outlook are introduced. Exercises for physically acting out feelings are interpreted as metaphors for real life relationships and situations. The encounter experience, at times, is an intense, aesthetic, and almost religious experience. But it is highly dependent upon the personality of the trainer and the tool he adopts. A WELL RUN ENCOUNTER GROUP MANNED BY A STRONG AND FEELING LEADER CAN BE A REWARDING AND CONSTRUCTIVE EXPERIENCE FOR MOST PEOPLE. There are exceptions and sorting these out becomes the crux of problems commonly associated with it.

Its greatest limitation is that it focuses almost exclusively on the individual, and in terms of the day-to-day operations of the school, it may not pay sufficient attention to organizational forces. Nevertheless, if used in the context of other procedures, the encounter method bears consideration.

Some absolutes

1. Use a trained leader, whose qualifications are tested through personal recommendations and direct knowledge of how he has worked in the past. An administrator might first attend an encounter training session before selecting the trainer.

2. Team members should not be required to attend and they should be made aware of the intense emotional quality that usually characterises these sessions. Prior commitment to personal growth is required of participants, but encounter therapy should not be regarded as an absolute or necessary component of that growth.

3. Encounter techniques for team building should be used only if members of the group agree to it after initial sensitivity training. When a specific need is felt for developing demonstratively successful change agents and creative and innovative skills within a team, these more intense experiences are highly desirable.*

TEAM I ITEMIZES WHAT IT LEARNED FROM ORGANIZATIONAL DEVELOPMENT

Members of Team I, after a year of organizational development follow up, were asked for their perceptions of their growth and learning.

About Self:

People seem to listen to and respect my opinions more highly than I thought.

I desire leadership, though often find myself lacking in confidence, indicated by my delaying tactics when time comes to assume leadership.

A sense of confidence about myself has emerged and is perceived by others who in turn are likely to place confidence in me.

With a group of relatively strong people, I tend to be independent.

I should speak out more.

It gives me a new outlook on how to work with a group of totally different personalities, dealing with both positive and negative atttitudes.

Change and Strategies:

The role of helping teachers is often frustrating regardless of the helping teacher's skill. I was a helping teacher last year and this year's experience with the team has lifted my morale immensely.

The personal problems of people make many changes proposed impossible.

Human interaction influences decisions.

Honesty is the best policy.

Make the stand, whether you think it will be well received or not. Confront if necessary.

Organization Development Methods

In training sessions for organization development, the focus is not on the individual, the self, and personal identity in relationship to others. Instead, the focus is on the process and the mechaniams for getting the goals of the group established and adopted within the system.

This does not mean that concern for the individual is forgotten or ignored. Rather, this PREVIOUSLY ACQUIRED PERSONAL UNDERSTANDING IS NOW BROUGHT TO BEAR UPON THE QUESTIONS OF HOW AN INDIVIDUAL CAN BECOME MORE EFFECTIVE IN A TASK-ORIENTED GROUP AND HOW THE GROUP, AS A WHOLE, CAN BEST ACHIEVE ITS STATED GOALS. This presents a new dimension of awareness. Participants must turn from themselves to the group.

Organization development methods include:

1. group dynamics
2. group process workshops
3. process observation procedures
4. psycho-social learning exercises
5. task oriented work session

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*See also J. J. William Gordon, Synectics - The Development of Creative Capacity , Harper and Row ublishers, New York, 1961.

SKILLED TRAINER USES FORCEFIELD ANALYSIS EXERCISE WITH TEAM III

In the Pilot Communities' publication Let's Get It Together (cited earlier), a process consultant uses a problem-solving exercise (or P.S.I.E.) with Team III.

Among the P.S.L.E.'s I used was one that related directly to a problem that came to the team by way of a client school. The principal of an elementary school had been having trouble with the attitudes of incoming teachers who were very young and often shocked by the physical conditions and "run-down" surroundings of the school. Many of them were white and had to work with black and Spanish-speaking students. The principal had asked the team to help her with the task of developing within these new teachers positive attitudes, a sense of commitment and involvement in the task of educating children in her school.

It was, I thought, a good problem on which to use the force-field analysis technique of problem-solving first formulated by Kurt Lewin. On a large piece of paper I drew a vertical line. Point X, I said, is where the new teachers will be when they come on that first day of school. The goal of the team was to move them to point Y where they would exhibit positive attitudes, a sense of commitment and involvement. Next I drew arrows perpendicular to this vertical line on both sides. The arrows pushing toward Y, I explained, were positive forces and the arrows pushing against X in the opposite direction were opposing forces. I asked the group what they saw as being the opposing forces. They listed: resentment, inexperience, lack of confidence, low expectancy, thinking that inner-city children are no different from suburban children, and insecurity.

Next I asked the group to list the forces they thought would move these young teachers towards point Y. What were the positive forces pushing? They listed: enthusiasm, opportunities, support, information, friendship, and community orientation. One way of moving from point X to point Y, I suggested, was to lessen the opposing forces and increase the pushing forces. I asked them to select one of the opposing forces and consider how the team might lessen one of these forces. They selected "resentment."

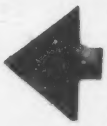
On a large piece of paper I wrote: "How to lessen resentment." They mentioned: physical change, welcome them, share our concerns, demonstrate our concerns, and demonstrate support. They then selected "support" as one of the pushing forces to work on. I wrote on a piece of paper "In what ways can the team demonstrate support?" They mentioned: anticipate their needs, be there when needed, and volunteer to help.

Process Consultants

How are decisions made?
How is information shared in thought?
How well is each member listening to what is said?
Who is dominating the group?
Who is receding from the group?
What effect do these events have on the group attitudes, feelings, and effectiveness?

To build these competencies someone, to be called a process observer,(it may be the same person who assisted in sensitivity training, sometimes not) is very helpful. This person performs the function of providing feedback to the group on what it is doing and the procedures by which it is operating. This data then becomes the basis for diagnosis and better understanding of the group. It also will permit the group to determine what future kinds of training it must obtain for itself.

Few groups can collectively engage in self-diagnosis and systematic consideration of alternatives without some special training. Equally difficult for individuals and groups is the task of specifying goals and objectives and delineating appropriate strategies without initial training on how to do it.



THERE ARE TECHNIQUES FOR SELF-ANALYTIC GROUPS SUCH AS FORCE-FIELD ANALYSIS. ON THE WHOLE, HOWEVER, THESE THINGS MUST BE EXPERIENCED, NOT LEARNED IN THE ABSTRACT; AND THEY WORK BEST IF DIRECTED BY A SKILLED TRAINER. At this stage a word about the cost is appropriate. Some of the most proficient assistance is very expensive. But a concentrated two days with experts, when the need is carefully diagnosed, will equal many days of plugging along blind alleys.

Administrators also must be certain that they have sized up the situation correctly before they seek this help. Nothing will fall flatter than an effort to force a team or a planning group to work at setting objectives,

PROCESS OF WORKING TOGETHER IS WORKSHOP'S MOST SIGNIFICANT OUTCOME

From the diary of the leader of Team V:

It became more and more evident, particularly as the second year went on, that the changes likely to have the biggest impact on the teachers' ability to stimulate learning in their classrooms were not coming from their acquisition of teaching skills or familiarity with materials, but from their own growth as individuals. They came to rely less on what they knew about school organizational patterns and curriculum, but more on their developing skills in group process support and intervention. My role was also changing; I ceased to be the "expert" and became a useful counsellor. Let me describe these faculty workshops and meetings.

We began in September with a workshop on the use of Tri-Wall materials, that is on furniture and other things a teacher and class can make themselves for their own use. Several parents were also involved, and both they and the staff seemed to think well of the entire procedure. The cubbies, the boxes for materials, the doll corners, etc., and the other products were all later used in the classroom. Although I didn't see it at the time, the processes of working together, learning, planning, talking, and having fun would have far greater long-run impact.

The pattern of involving parents and teachers continued and was expanded to include guests from nearby schools. The superintendent also attended most of the sessions, and he was very supportive. The parents were pleased to have been invited and came to enjoy the learning process as much as the teachers. The workshops seemed to have a positive impact on the guests as well. The prinicipal told me he is beginning to get into trouble over the workshops: so many people want to come to participate in things.

goals and tasks and committing itself when it is not ready for it. It is important to understand that the skills of group process cannot be used to manipulate the group towards some outsider's hidden goals.

Workshops

Workshops are used for training teams in specific skills. There can be workshops in organization, in a subject matter specialty, in curriculum development, in the use of new materials or special equipment, in different approaches to dance, music, art, evaluation, and so on. A workshop involves learning by doing, more than by hearing or seeing something demonstrated, although demonstrations too may be part of the workshop.

Successful methods commonly used in workshops include role-play games, case histories, and experimentation with real materials.

It is good to keep in mind the distinction between learner/need center training and university training. The workshop should be need-centered. It should be of short duration. It should have immediate value. It should provide practical and gut level experience. It should concentrate upon the active and constant participation of the learner member.

IT SHOULD OFFER OPPORTUNITIES FOR PARTICIPANTS TO MESS ABOUT, TO TRY THINGS THEY FEEL LIKE DOING. It should be acceptable to make mistakes and to learn by trial and error. The workshop should be as close in approximation as possible to actual experience of the team member and its participants. It should offer a microcosm of small scale events in which feedback is given immediately a[illegible] the learner can pursue those avenues he feels it is teaching him.

Workshops can occur within the regular working schedule and can be two hours in length, half a day, a day, or a week. They can be organized according to need or scheduled further ahead for more comprehensive training.

But a workshop is not a lecture-- never, never, never.

III
The Stages of Development of a Team

All groups which become functioning teams do share some common experiences, fruits of success, and troubles.

Teams go through stages; the stages are not immutable, nor are they the same for every group; they do not occur in exactly the same sequences or take the same amount of time. Some groups that attempt to develop teaming practices get hung up in particular stages or begin the operation at the wrong stage and, consequently, do not move and develop effective operations. The variables which affect a team are so many that it would be highly simplistic to imply anyone knows an exact and predictable sequence of steps.

But all is not chaos. It is clear, for example, that unless a team devotes some time to the stage of self- and group-awareness and grows in sensitivity to the needs and functioning of others, it is very unlikely to ever develop the cohesiveness and the commitment for concensus decision-making. Without some concensual procedures for deciding what is to be done, groups will not function as teams, but as staff operations which require a great deal of pressure from authority and continued surveillance.

It is also rather well understood that developing a team takes time. How much time? The answer cannot be given in the exact number of training hours, because what is crucial is how the time is related to task and action in the field and how the experiences are spread out over a period of time sufficiently long to enable members to assimilate them. The time for developing a team is, then, a function both of number, quality, and relationship. In our experience a year's operation of training and work will develop a team. The second year, it functions at a mature and exciting level.

Immediate focus on the task or moving into Stage I will make it very

difficult to build a team. If the first effort made in bringing a new group (or an old group together) as a team is organization and setting-up of regulatory procedures, we are certain that specific problems will inevitably result, and time will be lost, not gained. For example, unexamined goals will end up at a future date in the midst of program operation as a focus of trouble. Someone will announce one day, "No one ever told me that before; I didn't know that was what we were doing." At that point the whole process of operation may have to cease, and leader and group will find themselves going back over ground that could have been more systematically covered in the beginning stage of operation.

Or take the matter of setting up regulatory procedures for the operation of team meetings. The unskilled group leader will sometimes do this, reasoning, for example, that one can control dominating individuals and inappropriate group behavior by setting up regulations. The point to consider here is that these regulations are usually ones which deal with symptoms of deep underlying human concerns. As an example, consider the rule that members of the group should not interrupt one another but should wait to be recognized. While in practice this is an excellent rule, it treats only a symptom. The symptom of interruption, discordant meetings, dominant individuals, and silent members indicates that individuals have not learned to listen to one another, do not trust one another and the group, and have no practice and training in the value of hearing, sharing, listening and caring about the group. The imposition of a rule which treats the symptom only and masks the underlying need of the group and its members may provide control, but it will not encourage growth. Regulations impose order, but they inhibit healthy and full development of a strong group.

In the following pages we generalize about some of the key stages in growth. Discussion of case histories will show you how rough the connection between stages are and how omissions of certain stages may make little difference in some groups, but have disastrous results in others.

Stage I

This is the stage of a team's life in which the individual should learn about himself and how he affects others. He should learn how to check out his own feelings about individuals by hearing what other group members think, and to develop a heightened sensitivity about himself as an individual functioning in a group.

To enter a group and to function and work as a team is to enter a situation which implies different behaviors from those in an ongoing formal organization.

The usual structured unit of work with the head or director and subordinates arranged in hierarchies according to pay and job description has inherent guidelines for the individual entering it. There are traditions, regulations, work norms, prescribed roles, and the constant control and feedback of old hands doing their jobs as they have learned it and structuring the newcomer in such a way that his attitude in work will fit in with ongoing operations.

To describe such a family or existing formal group function as a team is to indicate changes. It may mean that instead of all decisions and regulations being made by the figure with most authority and highest status, power will have to be disbursed. If it is to be disbursed in a way that enables all of the participants to function, then new norms of behavior must be established. Assumed formalizations in behaviors and attitudes must be articulated and looked at. Questions must be asked that are often

TENSION IS COMMON AT EARLY MEETINGS OF TEAM I

Here are some notes from the diary of the leader of Team I on one of the regular team meetings:

When I came in on Friday, the 5th of January, they had read the proposal for the Summer Reading Institute. Twelve unfriendly, cold faces stared at me. It started.

"You always write the proposals, don't you?"

"Why, is it because you are white, and know all the resources?"

"Why didn't someone on the team write it?"

I was angry. My instinct was to walk out, to throw the rough draft on the table and disappear. After all, when I had bothered to do so much, who were they to question my right, and my leadership?

I thought, then took a deep breath and said, "Look, do you remember our last team meeting before Christmas. We talked for two hours on our hopes for summer, on what we needed and on what you would like to do to get further training. I have put it into form. If you want it, and think it will do for us what we need, take it. If it won't, let's see how we can get to work writing a new one."

There was silence. I had said it too weakly, I was sure. Then discussion began. Some challenged one another; some me; some articulated their own fears of themselves, and of my own weakness. It was all of us, all of our competency which was being questioned. And I was a leader unsure of leadership as much as they were unsure of being led.

Then the on-target member said, "Hey are we forgetting our objectives? Remember we are here to make life better for these kids, and its got to be better for us too. We have put it all down, right there in our goals. Could we start along? What's our strategy, team?

....The upshot of that meeting was a sub-team to work on the proposal, to reshape it, to make it more a product of the team, and to bring it back the next week for the group.
Another step in our becoming a team had been made.

regarded as not appropriate. Both the "boss" and the subordinate must learn new roles and uses of power.

This is a rather different situation from a new and untested group coming together to form a team. In this situation individuals are brought together who have never been brought together before and given a task to perform. For example, a team of teachers may have been appointed to accomplish a specific task or to work together; a team of specialists may have been created to do a particular job; or, a team of individuals with different status in the system may have been brought together to create and operate a new project. The leader may have been appointed, or the group may have been given the right to select one of its own members as leader. WHATEVER THE SITUATION, THE NEW GROUP WILL HAVE MUCH TESTING TO DO. It will not have to shake off old practices as did the family group. It may not have to challenge the leader in the same way as the family group. However, it will be reshaping old norms. For the members of the new group will constantly be reaching outside of the new group to past situations. They will be anxious to establish some way of functioning, to find out quickly what the power situation is and what the norms of the group will be. In order to quickly fix behaviors and find some measure of security for the individual role in the group, a process of rapid stereotyping will take place.

TEAM IV NEVER DEVELOPS CAPACITY TO WORK TOGETHER

In Team IV initial efforts were not devoted to the development of the capacity of the individual, his awareness of self and the development of the group. The team leader of this group wrote:

> I still feel that those people could have done the job if I could have somehow welded them into a working team.
>
> The fact is we knew from the beginning of the venture that we could not reach the minds and hearts of the teachers through better materials and texts alone. We knew that our own behavior as change agents would be a telling example much more so than any of the goodies we could offer. It was obvious, for example, that though we functioned reasonably well as individual curriculum teams we had no organic unity as a total innovation or resource team. There were sharp differences in viewpoints as well as personality clashes but we lacked the guts and the honesty to bring the conflicts into the open and air them. Thus, though our language was more sophisticated than the typical teachers we tried to help, and our wares more modern, our behavior was no better. We never tackled that issue seriously and my failure to make this team effort our critical focus proved undermining in the long run.

It is possible to cite other numerous examples. At this point, suffice to say, we had no instance where we achieved team effort and successful program integration without consciously training and working for it.

While ostensibly the two beginnings of a formal team operation and a new team operation look radically different, it is our belief that they are not as far apart as they seem. FOR, IF A TEAM IS TO DEVELOP, THE FIRST STAGE WHICH MOVES TOWARDS TEAMNESS WILL HAVE TO BE THAT OF DEALING WITH THE POTENTIAL TEAM MEMBERS AS INDIVIDUALS AND AS PEOPLE -- not as role-players or rote performers or as merely "fillers of new positions."

The first stage in our opinion, regardless of the origin of the team, requires constant intervention of a systematic sort from an outside consultant who has access to a group over a period of one to two weeks for long and consistent stretches of time. The objective of the training during this period is to help the individual find himself in the group and to develop a high level of sensitivity and awareness of others and of one's self as part of a group. What will emerge out of this for most people will be a new feeling for the innate capacity and desire to support others, to accept variations of behavior, if behavior is hared in a way which enables them to see others as people, rather than as stereotyped role-players.

GROUP BLAMES ITS TROUBLES ON OUTSIDE CONSULTANT

Below are notes from the journal of the outside consultant who became team leader during the Summer Institute when the team was organized:

> I feel as if I were being beaten constantly over the head. Today in the group the supervisors kept asking "Why has so much money been spent on science?" My explanation was that just as much had been spent on other subjects, but the materials and support not delivered did little good. They didn't want explanations. I think they are saying something to me as an outsider. I am someone not on the school staff and how have I come to influence decisions and to have the right to plan for other people?

The next entry is from Tuesday of the second week:

> I'm sick and tired of having my motives questioned but I have certainly learned one thing. I never dreamed when I walked through the halls in these schools and talked with people about getting things done that some of the feelings and emotions were going down with them which I have heard expressed. It is difficult to accept but I think it's going to be very helpful. Why do we have to be hit over the head so hard to realize that we don't move through our daily work without affecting and touching the lives of other people around us? There is no way to be neutral for even passivity affects, controls, makes people angry, sad or allows them to continue in the beaten path.

Later reflections:

> As I look back on these notes with the perspective of time, I realize what was occurring with me as an outside consultant. I was helping to make possible, through the introduction of new materials and ideas, a cognitive dissonance. This was bound to set up change, resistance, questioning, and to bring out many trust issues residual from years back. The point was that I was unable to understand, accept, or deal directly with the impact of the waves which I and the approaches I represent set-up. The value of facing these in the context of a training lab and of continued organization development training was immeasurable.

DURING THIS STAGE THE INDIVIDUAL ON THE POTENTIAL TEAM LEARNS IT IS LEGITIMATE TO HAVE PERSONAL DESIRES, FEELINGS, AND NEEDS. It is not acceptable to make these the responsibility of everyone else, but it does become a powerful necessity to accept these because only when one's self is accepted can the acceptance of others' needs and rights be natural.

It is important to recognize that this stage of training is not geared toward changing people or individuals; its objective is to accept what is human and personal, articulating it, recognizing and responding to it in direct and specific fashion in terms of the individual, and seeking to help people learn how to better convey the real messages of personal communication and not merely the overlay of what we wish or say.

OBSERVER OF TEAM I CHARTS CHANGES IN COMMUNICATION AT STAFF MEETINGS

One does not know about the life of the group unless procedures and methods are established for observing it. Team I, during its life history used various methods for doing this. Below is the report of an observer who charted staff meeting communications on several levels:

> It can be seen that the team consistently communicated primarily on two levels: 1) giving, presenting, or offering positive information and 2) seeking, asking, or questioning in a positive vein. This type of communication most often took the form of an interchange between individual team members and the team leader. Characteristically the team leader would present a statement; individuals would often seek more information through questioning and discussion; but most often the communication links are between team leaders and an individual. The next most often observed communication was one of acceptance, acknowledgement, and support. Characteristically, these communication interchanges were between team members rather than between team members and team leaders.
>
> There was a gradual increase in the amount of "giving" type communication from December to March. That is, increasingly statements, ideas or thoughts were being presented. As the year progressed, the team became more and more involved in a variety of activities and staff meetings were devoted more to talking about this increased involvement. Conversely, toward the end of the year there was a decline in questioning or seeking of information on the part of the team as a whole. Toward the end of the year there was an increase in critical, negative communications both among team members and with the team leader, and finally there was an upsurge in the defending type of communication. At earlier team meetings there was a great deal of summarizing but this mode of communication dropped off sharply by February. Another level of communication that sloped sharply downward was that of challenging.

Stage 2 - Groupness

In a later stage in the team's development, there is an increase in awareness of the life of the group as an organic and real entity; of knowledge and skill in observing how a group functions; and of processes which are used by people in groups that are unique to that relationship.

The problem with describing this as a stage is that developing group awareness is never separate entirely from Stage I or from succeeding mature stages. Heightened awareness of personal needs in the group is also heightened awarenesss of the group. In fact, these stages occur together and merge one with another.

IN THE "GROUPNESS" STAGE THE GROUP DEALS WITH ISSUES AROUND LEADERSHIP AND DECISION-MAKING, and it must become aware and be able to recognize those behaviors and members who hamper group work and those who push them forward.

The Leader

The most important and perhaps the most interesting issue always is leadership. It is also an issue least often dealt with in practice and theory. In schools there is little emphasis on training personnel to understand and practice real leadership. Often when leadership is discussed, what is held in mind is administration or the carrying out of routine implementation of policies and regulations. What we are discussing here is the ability of a person to <u>lead</u>, not merely to direct, not to administer, not to oversee, not to conduct surveillance.

Leadership of teams as we have seen it can be derived from:

- Natural authority of a person who establishes real leadership;
- Control by a majority of the group who represent a force within the group; and
- Hierarchial or formal authority which appoints a leader and invests that leadership with status within the system.

In other words leadership of a group is always derived from a combination of three factors:

- Qualities within the person who is trying to be leader;
- Events and givens within the system situation and social context; and
- Qualities, needs, and attitudes of those on the team who will be led or function as subordinates.

If one outweighs the other, a leadership pattern is very distinctly set. If the qualities of a person dominate, then leadership can be charismatic, personal, strong, dominating, and authoritative.

If the events and situations dominate, then leadership may be political and exciting, but also erratic and sometimes highly misplaced. For if the leadership is determined solely by events outside the team and by the real situation, it may be irrelevant to the needs of a group or the task at hand, or it may be over-responsive to one aspect of what is happening in the outside world. On the other hand, this kind of leadership, determined entirely by events, might be on target depending upon the knowledge and the process of those who call the shots in selecting the leadership.

If the team itself or its members determine the leadership, a more organic and significant process may emerge than from any of the other two

TEAM LEADER RECALLS HIS PROBLEMS WITH DEMOCRATIC STYLE OF LEADERSHIP

Below are some comments from the second leader of Team I:

> At the end of my first year as leader I asked the group to look at my style, at themselves, and at what they saw the team doing in relationship to future leadership. Some of the comments about me as leader were 1) I was too lenient and tolerant. 2) I assigned tasks only when I couldn't do them myself. 3) I didn't push members to perform their task.
>
> I knew my initial task as the elected team leader was to convert the support that elected me to the position of team leader into the kind of support that I could use. I appeared sensitive to others, easy to manipulate, a champion of the black cause and my actions indicated that I knew what I was doing. There was a danger, however, that I could not be able to act in ways outside this stereotype if the need arose.
>
> My initial operating style was one in which I was a nice guy, responding to the whims and to concerns of every individual. Foremost in my mind was the fact that to be successful I must be liked by my peers. I say peers because to be an elected leader of a team only means one is responsible for the coordination of its activities, for chairing meetings, and for representing the group to the outside when necessary. To be a team leader is in no way a promotion in terms of position or remuneration.
>
> Of particular concern at the time was the fact that there was a need to maintain group cohesion but at the same time to pursue individual tasks and interests known and controlled by the group. Meetings in which members were concerned with their individual activities were solemn and left me with a feeling of being completely drained.
>
> An afterthought is that the whole structure was maybe self-defeating. Was it because everyone was equal and I did not use formal authoritative power? At times I wished I had real official authority. But looking at it another way, if I had, I would have still had unmotivated individuals.

factors. A TEAM WHICH HAS DESIGNATED TO IT THE RIGHT TO CHOOSE ITS OWN LEADER WILL FACE POTENTIALLY GREAT OPPORTUNITIES FOR GROWTH--AS WELL AS GREAT DIFFICULTY. The very process of being responsible for choosing a leader, if made the subject of study, work, and training can become the material out of which the team grows and understands itself. It is our conviction that if a team is to be systematically developed, there is a great deal to be offered in letting it assume responsibility for selection.

Is There A Best Form of Leadership?

It is unwise and impossible to give the ideal combination or form. Since leadership depends on the leader, on his followers, on the social situation, there must be many permutations of how these go together. We feel our contribution in writing about teams and their leadership can be twofold. First, we want to discuss in general some of the pitfalls we have seen in team leadership. And finally some of the givens or constants we are willing to stand by. We cannot give rules because they do not always apply; we shy away from absolutes, since leadership is a human art and as such combines skills, response, intuition, and rationality.

Whether a team selects its leader or has a leader appointed, there is also the question of the qualities a team leader should have. Should he be strong, dominating, authoritative, and directive? Should he be permissive or laissez faire "democratic?" Is there a spectrum of behavior between these extremes which is more productive? And if there is, how does one describe it, encourage its growth, and cultivate its practice?

TEAM LEADER IS SEEN AS BOTH CHARISMATIC AND MANIPULATIVE

The first leader for Team I was an outside consultant, white and a woman. In the opinion of the team member who became its second leader, this first leader was perceived as possessing enormous strengths and stamina, as being intuitively capable of administering plans and strategies for the group, as being unshrinking in the face of high-risk situations, as having unusual charisma with males and females, and as being unusually skilled in education without having had formal training in educational administration. On the negative side she was viewed as being aggressive, manipulative and highly goal-centered. Her role as a free agent related to an outside organization, raised questions of trust and motivation. In contrast to the team member's perception of the outside leader is the leader's perception of her self.

> I was unaware and afraid to use, during my year's leadership with the team, charisma and self which I realize in retrospect was most conspicuous to team members. I felt most comfortable in controlling by use of knowledge and expertise, by attempts at logical reasoning, explanation, and sequential phasing and planning. I was uncomfortable and resistant to dealing with the realities of human personality and interaction. I had deeply imbedded in my intellect and my emotion the classic conflict between democratic permissive leadership and authoritarianism. I was committed to the belief that people should participate in decision-making but had little understanding of the distinctions between how one organized for systematic input from others and at what point a leader had to assume responsibility, make a decision, and stand firm in order to give team members something strong against which to test themselves. I was unsure, struggling, learning, and dealing constantly with my own inadequacy and with the questions of why the group was unsure, resistant, and at times, out of control. It was the mutual feedback among all of us as members of the team that made it possible to sort it out.

Givens

1. IT IS MORE IMPORTANT FOR A LEADER TO RECOGNIZE HIS OWN NEEDS, PROCLIVITIES AND HIS LEADERSHIP STYLE, AND FOR THE TEAM TO UNDERSTAND THEM, THAN IT IS TO SEEK FOR HIM TO CONFORM TO ANY GIVEN AND SPECIFIED PATTERN.

2. In the context of contemporary society and the fermenting nature of education, few leaders can survive who do not arrange for and accept systematic inputs from subordinates, and who do not understand and recognize the value of this mode of operation.

3. Inputs from subordinates or fellow teammates can be derived by using concensus and unanimous decision making, but then also be acceptable in a more authoritarian leader who learns to hear, listen, and make decisions using information gathered from others. A leader can function by defining his style and establishing limits for the group.

4. Leadership that uses concensus decision-making can produce an operation that utilizes the resources of a group. Concensus leadership makes accountability easier; it places responsibility directly on the group and its individuals for making and understanding decisions and for carrying them out.

5. Concensus leadership, and participative decision-making demands the most knowledge and skill on the part of a leader and members of a team.

6. The greatest pitfall to leaders and followers is trying to use only book knowledge about leadership and theoretical convictions about democratic relationships. Second hand knowledge about leadership based on vagueness and a general commitment to democracy without any real down-to-earth understanding of the back-and-forthness of leadership is disastrous. Leadership must be learned in the arena of action and must be understood in specific relationship to the behavior of others.

Pitfalls

1. It is wrong to assume that if a leader is appointed or selected or chosen, he automatically becomes a leader. Leadership does not derive merely from the title and the derivation of formal authority. It must be won and practiced in order to be real.

2. It is wrong to assume that one kind of leadership is appropriate and good in all situations. The expectancies and experiences of the followers or subordinates may influence this. Some subordinates will expect freedom and participation. Others will demand more directive leadership. A leader will, of necessity, have to respond to not only his own internal style, but the demands of the group.

TEAM HAS TROUBLE GETTING DOWN TO BUSINESS AND MAKING DECISIONS

Another journal entry on Team I describes the ups and downs of process.

> During one staff meeting Team members verbally acknowledged that they were struggling with the Team's method of decision-making. The opening statement by the Team Leader was "What decisions rest with the group?" At the beginning, some of the points brought up in the discussion were: "I never know when we've made a decision." "We never pull discussion together and summarize or make a commitment." "Decisions are made by default." The meeting then progressed to the example-giving stage and the defense of past decisions or lack of decision. The Team Leader acknowledged his role in the decision-making process but also indicated that the Team itself had a responsibility in the process. Some Team members then discussed what they felt the Team Leader's role should be.
>
> Perhaps because of the ever-changing process the group had for decision-making and the absence of procedural aids, the Team Leader often made independent decisions that affected the entire Team. There were, however, a number of instances of the Team undermining the decision of the Team Leader. It wasn't always overt, but, nevertheless, they did not abide by decisions made. Neither, however, did the Team ever really resolve the problem of decision-making with any idea of trying alternative approaches.
>
> Not all staff meetings, of course, incurred the problems just discussed. One extremely productive meeting was characterized by the use of some conventional techniques. A previously written agenda was used and additions to the agenda were solicitied from Team members. All participants knew then, the scope and direction this particular meeting would take. The meeting was kept on track, and irrelevant discussions were kept to a minimum. A total of nine group decisions were made in a meeting lasting only one hour and 48 minutes.

3. It is wrong to assume that race and sex do not affect or alter leadership. They do affect it, and a dangerous pitfall is to ignore this.

4. There is a pitfall in assuming that freedom is measured by the number of decisions made by subordinates in a unit. In actuality freedom, autonomy, and participation are not necessarily gauged by the number of interactions, but more by the significance of the decisions with which the group deals.

Decision-Making

A team should be aware of the different ways in which decisions can be made and of the likely effects different methods have. From our experience with teams we have categorized these in the following way:

TYPE OF DECISION	HOW MADE	POSSIBLE EFFECTS
Majority	By vote	Efficient and fast, may develop polarization, and politicizing.
Minority	Influence of one person, two persons, or small influence group.	Division of team into sub-groups, disenchantment with group process, power struggle between leader and minority.
Concensus	Discussion, evaluation, and agreement to subordinate wishes to general decision.	Commitment, understanding, and agreement to work toward common goal.
Unanimous	Agreement of all by general understanding.	Implies agreement on base values in initial stages. Creates strong groups on one issue, but does not guarantee others.
Single authority	By leader	Efficiency and clarity of purpose Does not develop leadership in subordinates and does not use resources of the group.

SINGLE AUTHORITY LEADERSHIP AND CENSORSHIP SEEM MORE CLEAR AND APPROPRIATE TO TEAMS. If single authority leadership is used, of course, it

OBSERVER AT TEAM MEETINGS QUESTIONS TEAM'S INABILITY TO SAY "NO"

The observer for Team I wrote in the middle of the second year.

The Team prided itself on operating in a unique and different way from the traditional operating mode of groups. Members prided themselves on having the ability to review their position and later their course. They often said, "how can we expect teachers, students and schools to change if we ourselves do not change." Decision-making in an operation of inside change agents, which was the case with the Team, seems to depend heavily on the demands or needs of someone or something outside the group. In several instances decisions about Team operations were from sources external to the Team. Though phrased in the form of a request they carried the weight of a demand. Staff meetings were often a vehicle for informing the Team of a decision to operate in a particular way.

In conjunction with the situation of the Team responding to outside "requests", during a staff meeting I raised a question with the Team at large, concerning its position or ability to refuse an external request or demand. When would or could the Team say "No" when called on by persons or groups external to the Team? This question necessarily was highly controversial. There were some Team members who cited instances where the Team had said "No" to outsiders. Other Team members cited the particularly peculiar political position the Team operated in vis-a-vis funding and the link with the sub-division administration. In effect, they said, requests from the administrator who maintained a primarily laissez-faire attitude with respect to day-to-day Team functions, were similar to the business world employee-employer relationship, i.e., how do you say "No" to your boss?
I suggested that since the Team's scope of services was already large and unwieldy it would be reasonable to at least order priorities and adhere to some manageable tasks and have some defensible ground for saying "No". The problem then was that the Team did not establish its responsibilities well with administration and was never fully clear about its mandate for creating change in the system. This problem is not unique with the Team but rather is one that may be endemic to groups that operate from within to change a system.

should be a modified form that allows for a maximum input for members. Majority and minority rule tend to polarize and separate. The unanimous decision is, of course, a good one but it usually depends upon a broad base of agreement already won and not likely ever to be achieved in a thinking, working group which has strong opinions of its own.

Factors Which Move or Which Hinder The Group

Good group habits like good driving guarantee that you will get where you're going faster and with less difficulty. Unfortunately, many people are less aware of the value of good habits in groups than of driving habits. As an individual, we often take to groups the behaviors we use everyday in action, in classrooms or in meetings. We may regard a group as just another meeting, boring perhaps, and be resigned to a few people dominating and to decisions being rather dutifully or sometimes stormily arrived at.

If a group is to become a team, it must supercede these work-a-day understandings of meetings. It must work constantly in the early part of its life on the dynamics and the natural history of a group. A group has its internal and informal laws of operation, even when its members are unaware of them. IN ORDER TO GROW INTO MORE COHESIVENESS A GROUP MUST DIG SOME OF THESE LAWS OUT, ABSORB AND RECOGNIZE THEM AND SEE HOW THE BEHAVIORS OF MEMBERS WORK WITH OR AGAINST THE INHERENT LAWS OF GROUP PROCESS.

For example, its members must learn to identify maintenance functions, to recognize responsibility for them and to see how one, two, or a few people

in most groups naturally perform these functions well. Maintaining acts for the groups are those behaviors which "oil" personal interactions. Listening, questioning, interpreting, and assisting someone who wants to be heard is a maintenance act. Reminding the group, or an individual about the task at hand or the issue under discussion is another maintenance act. Supporting, not necessarily with agreement, but with recognition of the value that someone has expressed his opinion, is also maintenance.

In contrast, silence, or veiled response, may be a hindering force. A member of the group may not speak up when he has strong opinions or may veil his disapproval of one thing in words about another. If a group is to develop cohesiveness, these poor coping behaviors of individuals must be observed, and the individual and the group members must be made aware of them. If a member is consistently silent, what alternatives exist?

Other members may come to know that member's silence as real reticence and may understand it as being based on the mode of operation of the individual. In this case they can come to accept it, and the individual can come to understand his effect on the group. Or the silent member may become aware of how his unspoken opinions influence and determine what others do as much as his words. This may encourage him to speak out more openly with his real opinions, or in some instances it may encourage him to change.

The group may not always act to correct an individual who hinders group process, but it may come to see acts of individuals for what they are and understand and accept them. It is tempting to elaborate with examples, but in our opinion this will not be too useful, for a team will not develop by group

members or individuals reading about group behavior. Group behavior is learned in a group; maintenance functions are learned by practicing and observing them. The key is to learn to read the behavior, not the words about it.

Practice only comes through learning to observe, to listen, to watch, to share, to interpret, to get feedback, to check one's opinion with other members of a group. If this is done in a group with some expert help at first, most members will become proficient at recognizing in themselves and in others those acts which help and hinder process. Then the human proclivity to improve and to use what is learned will naturally bring about productive change. Until a group has fixed and practiced some of these understandings, it will not become a team and its motion in the next stage will be very uneven or perhaps disastrous.

Stage 3 - Organization

This is the stage in which the team organizes itself in order to implement objectives and goals. This is where many groups begin in an untutored effort to establish a team. We have never found it to work. If one launches a new group or an old group at this stage it is pretty certain old behaviors and non-productive practices will continue to predominate.

A functioning team must be preceded by some work on self and group. This does not mean setting up routine roles; task goals and purposes are never discussed until one is ready to organize. Quite the contrary, it would be an unusual group that would go through stages 1 and 2 without ever asking about the purposes and goals of the group or realistically questioning the procedures. The norms for developing healthy teamwork are to deal with issues when they arise and when they are meaningful. Thus, if your group is progressing, it will be dealing indirectly with organizational questions even though its ostensible objectives have been to work on individual and group growth.

But now comes the formal task of organization. What is involved?

The Mandatory First Step

One step should never be omitted. This is the step of information sharing, discussing, reading, and going over the goals of the project. If the money or rationale is developed by federal legislation or large scale program goals, it should be shared with the group. The history and route the planning and funding took in the target system should be explained. At this point the leader, whether chosen by the group or appointed, should

make it clear how much and what kind of autonomy the team has in setting its own objectives, determining how it will function, and how it will modify the program. Never ignore this step. Even if it is done well and worked carefully, in most teams within school systems there will be necessity to continue to deal with the issue of goals as the program develops.

Next Steps

The succeeding steps to organization can be as varied as the skills and interests of the team and its leader. We are certain though that the self-aware team will recognize, when it is having difficulty, that there may be a need for the development of some new skills to get the task done. It will know when its concensus-making decision procedures are not working out. There will be attention to get on with the job. At this stage it will need new planning skills. It will encounter problems and will need to facilitate action in describing problems, establishing their parameters, and in proposing alternative solutions. At this stage the group needs to use tools and formalized instruments to make the team work progress. There are exercises and tactics for solving problems, procedures such as role-play and simulated games which can be constructed around real issues which the teams face. These will generate behavior in the group which can be studied and analyzed and will help the team to learn and grow at the same time that it is working out its own program. It is at this juncture that specialists in program planning, system analysis, game simulation, and problem diagnosis may be helpful. It sounds confusing perhaps; actually it is not. The proposed strategies simply help the group to become aware of its own procedures and efficiencies as it works.

TEAM I ESTABLISHES PROCEDURES FOR REGULAR STAFF MEETINGS

An observer of Team I wrote:

> Staff meetings were traditionally held on Friday and were usually all day meetings with full participation and attendance expected of all 17 members. The Team Leader cautioned Team members against planning other activities on staff meeting days and for the most part Team members cooperated and met regularly on Friday with few exceptions.
>
> A general plan evolved in early November in which task forces were to meet in the early part of the morning to review and discuss problems and tasks relevant to the subject matter area of the task force and to make plans for the upcoming weeks and months. Either mid-morning or in the first part of the afternoon, the Team was to meet as a whole and the plan was to have the task force chairman report back to the total Team the results of the morning's task force meeting.
>
> What I observed, especially in early involvement in Team meetings, was a fairly late start on Fridays. Generally information concerning the Team as a whole was related or individuals reported on the previous weeks activities or brought up individual or task force problems for Team consideration and discussion.
>
> An early decision on the Team Leader's part concerned the laxity Team members had about promptness and attendance at regularly scheduled Team meetings. The Team Leader clearly stated that Fridays, although not spent in on-site school building activities, were nevertheless just as necessary for review planning purposes, and in order to maximize productivity, meetings should begin on time with all members present. I noted that, following this statement, attendance at task force meetings improved, and the general Team meetings began somewhat earlier.

Daily Operations

BEFORE BEGINNING WORK, THE TEAM MUST TACKLE THE DECISIONS OF DAILY OPERATIONS AND THE ESTABLISHMENT OF MECHANISMS FOR OILING AND MAINTAINING DAILY FUNCTIONS. This includes such decisions as the time of meetings, the channels for memoranda and formal communication, the allocation of time for training, the utilization of space, the procedures for budget making, and disbursement of funds. Decisions about these items can be made in several ways. If a team is really developing, this may be done in the group by discussion and concensus. This way, there will be less misunderstanding and more commitment to doing the job. And importantly when a team member forgets or ignores what has been decided, the group itself will perform a monitoring function. This provides a great deal of support and freedom for the leader. A leader can take responsibility for making decisions about daily work, and it might work in several ways.

1. Leader presents a plan and asks for opinions on it, making clear that he will receive these and then decide.

2. Leader presents plan, announces decisions, and states that he wishes group to try it and see how it works.

3. Leader lays out all issues which must be decided upon, conducts group discussion of these, having made it clear that he will then develop a plan from this data.

4. Leader asks for general discussion of issues to be decided, then requests group to work in small sub-teams on recommendation. Plan developed in large group by concensus.

5. Leader states that he will administer whatever the group decides and leaves it to the group.

Stage 4 - Actual Operation

For some teams this could be the first stage. It is not unusual for a team to launch into action even without much organization. In our view this is what happens in the real world of schools. Not always, but sometimes, and it accounts for many of the problems. In a healthy team the actual operation should be the stage in which the members begin to see their learnings expand to the world of work; now they can see the value of having fellow team members to call upon for assistance, to turn to for support, to check things out with, and to assuage those feelings of loneliness that come when one launches on a new job or is trying to accomplish something not done before. These are the positive values which will be discovered in the first stage.

There will also be discouragement. If a team is to function for the first time as a real team, its functioning will be awkward. It is difficult for an individual to adjust to acting as a member of a real group instead of merely as a staff member in a unit operation. If the team is large and has been assigned a conspicuous task in the system, it will also begin to accrue "flack."

"Why," people will begin to ask, "do its members, have certain privileges. Who are they? For after all, they were teachers or staff members just like us."

If the group is truly cohesive, it will develop a greater force as an entity in the system and at that point will begin to set up a new tension of power and testing of its strength. Consequent demands for action and performance will increase. If it does a good job, it will get increasing demands from within its target group and without. The team will then have to

OBSERVER AT STAFF MEETINGS IS CRITICIZED FOR BEING UNCRITICAL

An observer commented about his role with Team I:

> At the first few staff meetings I was intent on learning more about team members, what the range of activities seemed to be, how staff meetings generally progressed, and other dynamics of the 17 member black educational Team.
>
> I began my feedback with a summary of the high points of the meeting. While beginning a listing of decisions made and comments on time spent versus outcomes, a Team member interrupted by saying: "Everyone was at the staff meeting - why do we have to have this rehash?" This feeling received support from other Team members and statements were made to me to the effect that the Team wanted less of a "rehash" and more of a calling out and analysis of Team "hang-ups": where the Team went awry and why. At the time I conceded that as long as the meetings were typical,a "rehash" and discussion of allocations of time and resources was not necessarily needed. I agreed to spend more time searching for areas of difficulty in communication and pinpointing situations that were detrimental to the Team's working together to solve problems.
>
> During the course of subsequent Team meetings my role was sometimes perceived by Team members as being that of a blend of "super-secretary and historian" -- responsible for taking notes of weekly meetings and providing weekly documentation of team-to-team interactions. At other times the Team wanted me to act in the role of "on-site psychiatrist" or well informed "process-observer" -- able to see through the murky nuances of Team member-to-Team member relationships.
>
> What was wanted of me was to be an outside force on which to dump the internal problems of the Team in the hope that the outside force could act as a catalyst in bringing the Team to grips with itself. Also operating was the belief that I had less to lose by calling out certain behaviors or setting the stage for Team members to confront one another. The feeling seemed to be that it was less threatening to hear negative comment from outsiders than from Team members.

work very hard and will be immediately propelled into the necessity for establishing hard and fast priorities.

Some of the key issues we have seen developed in our team during the operation stage include the following:

1. The monitoring of the performance of individuals. Is it done by the group or by the leader, and what sanctions are imposed?

2. Matching of the goals of programs and initial objectives against reality of what is found out in classrooms or work situations. How are modifications made? What kind of turn-arounds can be engineered to account for what is not working?

3. What capacities does the group have to respond to crises, to unexpected events, to occurrences not contemplated?

4. Training and growth. How are they arranged and supported in association with the demands of the task and the actual operation of the team? EVERY TEAM RESISTS CONTINUING TO LEARN EVEN THOUGH ALL OF ITS MEMBERS EXPRESS COMMITMENT TO WHAT HAS BEEN GAINED. There almost seems at each stage a belief that the learning thus far was great, but now it is over. The facts are though that a team must continue to learn about its own processes as well as to accomplish the task. Combining the two means there is constant tension.

5. A cohesive team develops a groupness and inwardness. Maintaining balance of this group with groups outside of itself and in the system is a problem and must be worked at.

Keep in mind, value judgments on what is best should not be made. It does depend on the group and the leader. One method set against another says something about the kinds of interactions which are taking place and it may indicate what dysfunctions or success will develop later on. But whatever the route chosen, team work will have problems and successes. There is no way to choose one and guarantee success. The crucial behavior is to develop awareness of the need to be diagnostic and realistic and to develop a capability of responding to what actually happens. If a leader is too autocratic, a healthy team will inform him and modify his behavior. If a leader is too laissez faire, a healthy team will demand more direction, more strength and focus of something to push against.

It would be tedious to discuss one by one the details of organization at this point, but there is one issue worth talking about in detail. This is budget-making, allocation of resources and procedures for disbursal of funds. Usually this is a concern at least from the standpoint of neatness and responsibility of those who are controlling expenditures. However, it is a dangerous mistake for a leader of a team not to recognize that money and budget factors lie at the heart of the control of a program. If a situation exists where program personnel do not understand the management of funds and budgeting, they ultimately feel they have little control, and innately the group will not feel it can redirect and change program.

It is vital to the health of a team to know who and by whom and how its budget is fashioned. If at all possible, it is important to allow participation in decisions about allocation of resources. This is particularly true where outside organizations work with schools or where outside resources are used. Likewise personnel involved with the disbursement of funds should be involved

in the team in program discussion and in arriving at goals and objectives, or else financial control will continually create a mismatch between process and procedure, on the one hand, and program goals, on the other.

TEAM I RESPONDS TO CITY-WIDE CRISIS WITH DRAMATIC SUGGESTION

The response of a group or an individual in a crisis situation in our opinion is a useful measure of the cohesiveness and successful operation of a group. The following incident in the history of Team I is instructive.

The Team met on Friday as usual even though Martin Luther King had been assassinated only the day before. It assembled in the morning with heavy hearts and downcast faces to conduct a task meeting and ostensibly carry on business as usual. The task could not be met. Tension increased in the schools and the city during the day. Fires broke out everywhere - streets were crowded - sirens were screaming - and children had to be led out of their schools and helped home. On Saturday the city was still in the grip of uncontrollable terror.

The Team met on Saturday afternoon to complete its business of trying to find meaning and purpose and togetherness out of the sad events of the weekend. All of the Team was of one mind. The children and the teachers should not return to school on Monday morning and proceed as if nothing had happened. In the statement and recognition of the problem the Team found it had a basis, a real basis, for cohesion now. It set itself to work on Saturday and Sunday to design a support system and curriculum materials which would help the teachers to make a learning experience of a highly personal and frightening national event. On Monday morning the Team had a copy of a guide in the hands of all teachers in the twenty schools in the division asking them to discuss openly the issues as they saw them and encourage children to express their feelings.

Out of this effort came an outpouring of writing and painting and drawing as the schools had never seen. Children wrote poignantly and touchingly of what they had felt. Teachers were moved and discussion and learning took place with an intensity in the classroom that had seldom been seen. The Team, as it visited with its teachers, became inspired by the success of its very small effort and limited venture. They came up with the idea of taking the children's work, combining it into a book, and feeding it back immediately into the school system as a text. "Tell It Like It Is" was such a book, and it was assembled and published in less that ten days and was back in the hands of every child in the twenty schools.

And then came the problems of success -- demands poured in. People wanted to meet and see the Team, to visit the schools, to take films of what took place in them, to see what kinds of workshops had been conducted, and there was a hue and cry to describe the model that had operated in order that other school systems could do it.

Stage V - Success and Fame

This is perhaps the most difficult period. If a team fails or does an ordinary job, there is no problem. Usually it will melt away into history or into the system. If it was organized to do a simple task or maintain a function, it may do that and disappear. The norm in most systems is for actions to perk along without much upset, neither being highly successful nor very bad. And if something has managed to live, it is expected that it will continue to have a permanent kind of existence.

But WHAT HAPPENS IF SOMETHING COMES ALONG THAT IS SUCCESSFUL? A team, operating with strong cohesiveness, shared responsibility, a constructive and non-directive leader, and which has learned well the concensus of decision-making may be able to have a wide impact. In particular, this may be true if it had access to resources and a lifeline longer than one year.

At this point we have to examine the common that success is always sought and accepted. In a school system it may not always be. The success of a new group may threaten old groups. The success of new patterns of leadership, decision-making, and operation may seriously threaten the old ones. In such a case a team faces a problem. How does it use its new power and success to produce equalization of skill and knowledge, to induce acceptance of its self and what it's doing, rather than to set up a conflict of power between groups within the system? And how does the team and its members learn to accept and understand the resistance their success may create? With limited experience of this stage, we would suggest that the answer lies simply in not carrying on this stage

but rushing through it and on to the other. No group or team should merely bask in its success; it should see ahead and move directly into the stage of maturity.

Stage VI

Maturity, Replication, Disbanding, Changing Directions

The issues of maturity in one sense are the most difficult of all. In school systems and human nature there is a temptation to create something and perpetuate it if it works at all. Perpetuation moves into concretization and formalization, the very attributes which a team may have been created to change or to replace. Once success has been attained, a task accomplished, and members of a team trained, what lies ahead?

We do not advocate under any circumstances the maintenance and perpetuation of a team in its orginal form for more than three years, nor for less than two. Team work and team relationships developed in family groups or work units or in ongoing projects, or course, may continue. But they will have to be constantly worked at and continually redeveloped as new personnel move in and out. In a permanent organization trying to develop team work, the job is never done. It goes on and on and will not be the same from year to year.

In terms though of a new team or a unique team, formed especially to do a job, there are viable alternatives about end and change, none of which need rule out the other. Below we are listing those we have used and considered:

CONSULTANT DISCUSSES PROBLEM OF TRANSFERRING MODEL TO ANOTHER SYSTEM

In 1971, the replication of the Team Model began in an urban school system. Built into the model were crucial training, support, organizational, and leadership components.

Previous to this, there had been a lengthy period (one and one-half years) of diagnosis, problem-solving, and planning which involved consultants from the original teams and key personnel in the target system.

The consultants wrote about their intervention with the target school in this stage:

> In these early days the important notion is not to sell the idea of the team, and how we have made it work in other places. If we do, we guarantee that we are setting the agenda and focusing on our own answers and knowledge.
>
> The issues must be to get the staff of the sub-division and the advocates who want us used in the system to really examine what the needs are in the particular site, and then define the organization, input, and structure which may help.
>
> The role of the process specialist is a very ambiguous one here. In one sense we know what we are "selling" and what we think should happen here. That is, we know in terms of the quality and process of interactions; the hazard is that we will delude ourselves into thinking that we can transfer quality and process by imposing a formalistic model of team structure and function. There are probably many different ways for collaborative efforts to be used in working out the problem here. We must work very hard to remain open ourselves to solution, and to cultivate real problem solving with the clients.

Disbanding

One alternative, of course, is disbanding--simply finishing the operation with the team members moving back into old jobs as teachers or other system personnel, or moving on out of the system into new jobs. If this is the way a team ends, it should not be done gradually, but should be done with obert recognition that temporary systems are created to do tasks and, then, when these are accomplished, the system is disbanded.

Replication

Another issue becomes: how does a team replicate itself or its process withing its own target system or in other systems? If it has been particularly successful, there may be a request for its learnings to be transplanted elsewhere or the system itself may have a new problem for a team to work on.

REPLICATION IN THE CURRENT MODE OF EDUCATIONAL PLANNING AND THINKING ALWAYS DEMANDS THE CREATION OF A MODEL. A model entails the description of a body, organization or operation with a clear specification of all the parts, at least in words in such a way that they are discrete and discernable and are replicable. In our view this kind of model building is not likely to create many teams. For, as we have implied in many places in this book, a team is more like an organic entity than it is a mechanical system. Organic entities are not replicated by copying parts or models. They replicate themselves by part of the original growing into a new system.

It is our view that the best possible way to replicate a team is what we have chosen to call the process of nucleation. A team member (or someone who knows how to function as a team member) moves out to form a new team and to help others replicate the process.

TEAM I REPLICATES
ITSELF BY NUCLEATION

Some members of the core Team I have spread out and spun off from the large group to start satellite groups, consultation organizations, and advisory support groups. Like the Team member, who has become a principal, they are setting out to use their knowledge to recombine and reinvent new kinds of groups to meet today's problems.

They have set up to work outside the school system to encourage change within and without. They view themselves as human "packages", in which change is not sold as a product, but offered as a dynamic interaction which can only be embodied in people and their vision.

A PERSON WHO KNOWS OR CONTAINS IN HIMSELF THE POSSIBILITY OF THE NEW TEAM BEHAVIOR IS THE MODEL AND THE BEGINNING. You might object to this statement. But the organic system of replication, of one unit initiating the growth of another, is highly efficient in the long run. It does not arrange for mass duplication and mass production over a short period of time, but in terms of people and learning, the manipultation of short-term production for immediate gains, may be negative to growth.

If one wished to replicate a team, the investment should be made in human potential. The knowledge should be held in a person, not packaged in a kit, a book, or a system. The person is the carrier of the model of teaming.

Changing Direction

Another alternative for an existing team is to change direction. A team may complete an initial task, fulfill one need, and in so doing, diagnose others. It may be in a key position to continue its existence as a group and to fill other needs. The question then becomes--can a mature team change direction?

It is our experience that it can, but this becomes very difficult. The tendency is to hold on to old operations, formalizations and personal securities and to move fuzzily and gradually into a new task or a mode of operation.

This is confusing. Goals fade away, objectives become disparate, and unless conscious effort is made to change direction and reformulate goals, several teams will soon be functioning within one team. In other words,

if an old team is to change direction, it needs to move systematically again through the steps of becoming aware of itself as individuals in a group, of assessing how at this stage it functions as a group and with its leaders, and to engage in systematic problem diagnosis and adoption of new goals.

Teams and the development of teams are a process. Always a process of becoming and growing. If it gets to the stage of being or perpetuating itself and of maintaining operations, it is then a system.